

Exhibit 23

FAIRFAX COUNTY PUBLIC SCHOOLS :

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:

WORK SESSION: :

COMMITTEE REPORTS :

:

OCTOBER 6TH, 2020 :

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TRANSCRIPTION OF VIDEO/AUDIO RECORDING OF
FCPS WORK SESSION HELD ON
TUESDAY, OCTOBER 6, 2020

OFFICIAL COURT REPORTER: SAMANDA J. RIOS
COMPUTER-AIDED TRANSCRIPTION OF STENO TYPE NOTES

1 MADAM CHAIR: Okay. 11:18a

2 We're just at 7:25 and we are 11:18a

3 hoping to begin soon. Before we start our 11:18a

4 work session, I will now like to have roll 11:18a

5 call to ensure that all of our school board 11:18a

6 members are with us.11:18a

7 Ms. McLaughlin? Ms. Meren? 11:18a

8 Ms. Sizemore-Heizer? 11:18a

9 BOARD MEMBER: I'm here.11:18a

10 MADAM CHAIR: Thank you.11:18a

11 Ms. Tholen? 11:18a

12 BOARD MEMBER: I'm here. 11:18a

13 Thank you.11:18a

14 MADAM CHAIR: Ms. Derenak-11:18a

15 Kaufax? Ms. Corbett-Sanders? 11:18a

16 BOARD MEMBER: Glad to be 11:18a

17 here.11:18a

18 MADAM CHAIR: Ms. Keys-11:18a

19 Gamarra? Ms. Pekarsky? 11:18a

20 BOARD MEMBER: I am here.11:18a

21 MADAM CHAIR: Ms. Omeish? 11:18a

22 Ms. Cohen? Mr. Frisch? 11:19a

23 BOARD MEMBER: I'm here.11:19a

24 MADAM CHAIR: Thank you. 11:19a

1 Ms. McLaughlin? 11:19a

2 BOARD MEMBER: I already said 11:19a
3 yes.11:19a

4 MADAM CHAIR: Oh, thank you. 11:19a
5 I missed you the first time around, I 11:19a
6 apologize.11:19a

7 Ms. Meren? Ms. Derenak-11:19a
8 Kaufax? Ms. Keys-Gamarra? Ms. Omeish? 11:19a
9 Ms. Cohen? 11:19a

10 BOARD MEMBER: Here.11:19a

11 MADAM CHAIR: Okay. 11:19a

12 We're missing three folks, but 11:19a
13 it is time and we do have quorum so we are 11:19a
14 going to go ahead and get started. The 11:19a
15 motion convene closed -- I'm sorry, to 11:19a
16 certify closed. 11:20a

17 Certification -- in order to 11:20a
18 comply with Section 2.2-3712D of the code of 11:20a
19 Virginia, it is necessary for the board to 11:20a
20 certify that the Fairfax County School Board 11:20a
21 convened a closed meeting on October 6th, 11:20a
22 2020, to the best of each members knowledge 11:20a
23 only public business matters lawfully 11:20a
24 exempted from open meeting requirements and 11:20a

1 only such public business matters as were 11:20a
2 identified in the motion convening the 11:20a
3 closed meetings that were heard, discussed 11:20a
4 or considered by the board during the closed 11:20a
5 meeting.11:20a

6 We have someone to move the 11:20a
7 motion? 11:20a

8 Thank you, Ms. Omeish. 11:32a
9 Seconded by Ms. Cohen. 11:32a

10 All in favor? 11:32a

11 We have Ms. Omeish, Ms. Cohen, 11:32a
12 Ms. Corbett-Sanders, Ms. Sizemore-Heizer, 11:32a
13 Ms. Meren, Ms. Tholen, Ms. Keys-Gamarra, 11:33a
14 Ms. McLaughlin, Mr. Frisch, Ms. Pekarsky and 11:33a
15 myself. Thank you. 11:33a

16 Are there any nos? Please 11:33a
17 lower your hands if you voted. 11:33a

18 Ms. McLaughlin, I believe you 11:33a
19 already voted. Thank you. 11:33a

20 Anybody abstaining? Thank 11:33a
21 you. 11:33a

22 At this point we will begin 11:33a
23 with our work session. I will turn -- 11:33a
24 Ms. Pekarsky and I will be serving as 11:33a

1 meeting managers. We'll be toggling back 11:33a
2 and forth a little bit with this. But we 11:33a
3 will start with Dr. Brabrand because we are 11:33a
4 very mindful of our time. We do apologize 11:34a
5 for anybody -- for everyone who were waiting 11:34a
6 for us as we came out of our closed session.11:34a

7 Dr. Brabrand, please go ahead.11:34a

8 DR. BRABRAND: Thank you, 11:34a
9 Chairman Anderson and members of the Fairfax 11:34a
10 School Board to Fairfax County Schools 11:34a
11 Community. Thank you for giving me the 11:34a
12 opportunity to be here tonight and talk 11:34a
13 about our merit lottery proposal and some of 11:34a
14 the additional revisions that we have for 11:34a
15 you this evening.11:34a

16 I'm joined by our chief 11:34a
17 operating officer, Marty Smith, and our 11:34a
18 director of TJ, Mr. Jeremy Shughart, and 11:34a
19 they will be working with me this evening 11:34a
20 for the presentation.11:34a

21 If we could have the folks put 11:34a
22 up the presentation we'll get started.11:34a

23 MR. SMITH: And Dr. Braven and 11:34a
24 Dr. Bonitatibus is with us as well.11:34a

1 DR. BRABRAND: Thank you so 11:34a
2 much, Mr. Smith. I had forgotten to include 11:34a
3 Dr. Bonitatibus who is the principal at TJ. 11:35a
4 Thank you for joining us for the 11:35a
5 presentation.11:35a

6 If we can go to the next line, 11:35a
7 I want to go over the agenda very briefly. 11:35a
8 We're going to talk tonight, we can go to 11:35a
9 the next line, about the background, the 11:35a
10 original merit lottery proposal that I 11:35a
11 shared just a bit ago, the revised merit 11:35a
12 lottery proposal that I have for you tonight 11:35a
13 and I have both of them on the table for 11:35a
14 your review. I also want to talk about the 11:35a
15 student outreach plan and our caring culture 11:35a
16 supports.11:35a

17 If we look at background, I 11:35a
18 just want to remind folks in our community 11:35a
19 and our board, the mission of Thomas 11:35a
20 Jefferson High School for Science and 11:35a
21 Technology is to provide students with a 11:35a
22 challenging learning environment, focused on 11:35a
23 math, science and technology to inspire joy 11:35a
24 as a prospect of discovery. It's a prospect 11:35a

1 of the culture of innovation based on 11:35a
2 ethical behavior and the shared interest of 11:35a
3 demand. 11:36a

4 This is a broad based 11:36a
5 background and it reflects the -- really the 11:36a
6 original mission from TJ in 1985, which was 11:36a
7 around designing an exemplary and unique 11:36a
8 high school program, superior preparation 11:36a
9 for access to lead to a mission and other 11:36a
10 post-secondary opportunities. And to really 11:36a
11 enhance opportunities for students to get 11:36a
12 advanced skills in science and high 11:36a
13 technologies specialties. 11:36a

14 In 1985, that was the vision 11:36a
15 and its been a vision to bring joy to 11:36a
16 challenge students. But if we go to the 11:36a
17 next slide we can see that over the last 11:36a
18 years, really over a decade, we are seeing 11:36a
19 continued flat applicants for our African 11:36a
20 American and Hispanic students and we're are 11:36a
21 seeing even declining applicants among our 11:36a
22 White students. Offers continue to go and 11:36a
23 the gaps continue to grow over time from the 11:37a
24 applicant pool to the offer pool.11:37a

1 Looking at that history, 11:37a
2 looking at the fact that we made multiple 11:37a
3 attempts through different superintendents 11:37a
4 and school boards to make a change, I 11:37a
5 brought an original merit lottery proposal 11:37a
6 to you back on September 15th, and brought 11:37a
7 it to remind everyone this evening in the 11:37a
8 community that this is a merit-based lottery 11:37a
9 proposal.11:37a

10 You know, the reality is we 11:37a
11 are looking and we looked in the merit 11:37a
12 lottery proposal at upping the GPA from 3.0 11:37a
13 to 3.5 and continuing to have a set of 11:37a
14 assessments to make sure that our kids would 11:37a
15 be of merit and have the merit necessary to 11:37a
16 be successful at TJ.11:37a

17 Then after determining that 11:37a
18 they were meritorious, we would initiate a 11:38a
19 lottery. I want to remind folks, too, that 11:38a
20 we've had lotteries in Fairfax County public 11:38a
21 schools for decades. We have a lottery for 11:38a
22 our elementary students to do foreign 11:38a
23 language immersion, which is another 11:38a
24 specialty program that give kids a unique 11:38a

1 and spectacular experience. It's been good 11:38a
2 for our elementary kids and a lottery could 11:38a
3 be good for high school kids as well.11:38a

4 I want to remind folks that 11:38a
5 this original merit lottery was part of 11:38a
6 ideas from FCPS employees, including our TJ 11:38a
7 admissions, our regions, constructional 11:38a
8 services, including our advance academics 11:38a
9 office, middle school principals and the 11:38a
10 principal of TJ looking at this, reviewing 11:38a
11 this proposal as we reviewed lottery systems 11:38a
12 in other magnet schools. And we mentioned 11:38a
13 those and referenced those earlier before 11:38a
14 and we'll have them referenced in the next 11:39a
15 steps.11:39a

16 I want to share with you, 11:39a
17 again, the elements of the original merit 11:39a
18 lottery proposal. A merit lottery proposal 11:39a
19 had the application requirements of a 3.5 11:39a
20 GPA in algebra, also the filling out of the 11:39a
21 student portrait sheet to include a 11:39a
22 questionnaire and a problem solving 11:39a
23 demonstration. And then when we determined 11:39a
24 those kids of merit, then we would apply a 11:39a

1 merit lottery to all applicants. Five-11:39a
2 hundred total seats, 70 percent for FCPS and 11:39a
3 30 percent for the other regions.11:39a

4 The goal of the merit lottery 11:39a
5 is to bring the diversity of TJ closer to 11:39a
6 FCPS adversity. And the goal of the merit 11:39a
7 lottery is to encourage under represented 11:39a
8 students who maybe believed before they 11:39a
9 never had a shot at TJ, that now they could 11:39a
10 and should apply and they'll have an equal 11:39a
11 opportunity along with other students of 11:39a
12 merit to become a part of the teaching 11:40a
13 family. 11:40a

14 This process that we share 11:40a
15 keeps rigger in the application while 11:40a
16 eliminating the testing component that 11:40a
17 squeeze out talent and squeeze out diversity 11:40a
18 in our system.11:40a

19 There are other ways beyond 11:40a
20 the tests to be sure that we can support 11:40a
21 making sure students can be successful at 11:40a
22 TJ. The benefit of this lottery, too, is 11:40a
23 that students and parents would no longer 11:40a
24 have to spend their time or money on test 11:40a

1 preparation. We also eliminated the teacher 11:40a
2 recommendation responding to the AAP student 11:40a
3 knowing that teacher recommendations can 11:40a
4 exacerbate disproportionality.11:40a

5 I want to just remind folks 11:40a
6 here as we do this process that we hire for 11:40a
7 the problem solving survey part experienced 11:40a
8 test writers and content experts to develop 11:41a
9 our questions and essay response. And we 11:41a
10 have a rubric model that's designed so that 11:41a
11 our evaluators can properly assess that 11:41a
12 work. And during the training that we've 11:41a
13 done for years our evaluators have and will 11:41a
14 continue to get deep training on how to make 11:41a
15 sure that there is good interrater 11:41a
16 reliability.11:41a

17 The advantages, again, to the 11:41a
18 merit lottery are statistically should 11:41a
19 provide the greater increase and admittance 11:41a
20 for unrepresented groups among the two 11:41a
21 proposals, one again we'll show to you in a 11:41a
22 moment. It also provides the greater 11:41a
23 diversity for FCPS students.11:41a

24 Some concerns, some had shared 11:41a

1 this may statistically may prevent some top 11:41a
2 performers from gaining entry into TJ, that 11:41a
3 the region representation is not 11:41a
4 proportional to student enrollment and 11:41a
5 introduces the most change to the process 11:41a
6 among the two proposals.11:41a

7 Again, often it is part of 11:42a
8 your prospective taking whether the 11:42a
9 advantage or the concern as we have shared 11:42a
10 that for you. I'm going to let Jeremy spend 11:42a
11 just a moment explaining the proportional 11:42a
12 representation piece that we recommend or 11:42a
13 recommended in the original lottery.11:42a

14 Jeremy? 11:42a

15 MR. SHUGHART: Yeah, if you 11:42a
16 can go to the next slide, please. 11:42a

17 So one of the adjustments that 11:42a
18 we made in terms of proportional 11:42a
19 representation for Fairfax County in the 11:42a
20 original proposal the regions and the 11:42a
21 regional pathways were set at 70 students 11:42a
22 per region. When we went back and 11:42a
23 reevaluated this, we evaluated this based 11:42a
24 upon student enrollment in the schools that 11:42a

1 were in those regions. So this accounted 11:42a
2 for the increase or the larger size of some 11:42a
3 schools, it accounted for six schools in 11:43a
4 region 2 opposed to five schools in the 11:43a
5 other regions. 11:43a

6 And so what we did was we went 11:43a
7 through and we looked at proportionality 11:43a
8 within those regions and applied that to the 11:43a
9 350 students that were in Fairfax County so 11:43a
10 you can see there's an updated number for 11:43a
11 each of the region listed here for Fairfax. 11:43a
12 This did not change the proportionality for 11:43a
13 our participating jurisdiction of Louden, 11:43a
14 Arlington, Falls Church and Prince William. 11:43a
15 And that was based upon a 70 percent, 30 11:43a
16 percent model. Where 70 percent of the 11:43a
17 students would be coming from Fairfax County 11:43a
18 and 30 percent of the student would be 11:43a
19 coming from participating jurisdictions. 11:43a

20 And that also for the 11:43a
21 participating jurisdictions is based upon 11:43a
22 the student enrollment in those divisions 11:43a
23 and that is how those seats were allocated 11:43a
24 to their proportion of the overall number of 11:43a

1 students being admitted to TJ.11:44a

2 If you can go to the next 11:44a

3 slide.11:44a

4 MR. SMITH: Good evening, 11:44a

5 madam chair and good evening to the board. 11:44a

6 I want to talk a little bit about the 11:44a

7 holistic review. And so the first few 11:44a

8 bullets review to the original proposal and 11:44a

9 the last bullet will be a precursor of what 11:44a

10 we'll be talking with the revised proposal. 11:44a

11 To be accepted in the merit 11:44a

12 lottery students would need to meet the 11:44a

13 minimum requirements and then be randomly 11:44a

14 selected within their pathway. 11:44a

15 Again, that pathway is based 11:44a

16 on the current demographic or current makeup 11:44a

17 of TJ based on Fairfax County and our 11:44a

18 ascending jurisdictions of 70/30 breakdown. 11:44a

19 The second bullet talks about the student 11:44a

20 portrait sheet. It was referred to as the 11:44a

21 student information sheet in the past where 11:45a

22 we would be looking at different areas that 11:45a

23 students would be able to show strengths as 11:45a

24 it relates to portraits of graduates and 11:45a

1 21st Century skills. So providing students 11:45a
2 an opportunity to weigh in on their 11:45a
3 abilities as collaborators, communicators, 11:45a
4 to show innovative thinking, to show 11:45a
5 leadership, to problem solving. Which then 11:45a
6 goes into that third build of the problem 11:45a
7 solving essay which is a math or science 11:45a
8 based problem with multiple variables, the 11:45a
9 response would be in essay format, but it 11:45a
10 would also provide the student an 11:45a
11 opportunity to not only provide the right 11:45a
12 answer, but show us how they got to that 11:45a
13 right answer and really talk that through. 11:45a

14 A new piece that will take us 11:45a
15 into the new process that we'll be talking 11:45a
16 about this evening is this consideration of 11:45a
17 experience factors. And so while this 11:45a
18 wasn't part of the process that we proposed 11:45a
19 the other evening, we would be considering 11:45a
20 experience factors of students with regard 11:46a
21 to their special education status, their 11:46a
22 goal as an English language learner, Whether 11:46a
23 or not they were economically disadvantaged 11:46a
24 or whether or not they attended an under 11:46a

1 represented FCPS school. And we identify 11:46a
2 those under represented schools at the TJ of 11:46a
3 those where three or fewer students were 11:46a
4 offered admissions over the last three 11:46a
5 years.11:46a

6 Next slide. So now let's talk 11:46a
7 a little bit about the newly revised lottery 11:46a
8 proposal. So the application process would 11:46a
9 remain unchanged from the original proposal 11:46a
10 that Dr. Brabrand mentioned earlier this 11:46a
11 evening. The revisions would be that the 11:46a
12 highest evaluated students in the process 11:46a
13 would be offered an opportunity fill 20 11:46a
14 percent of those available seats based on a 11:46a
15 list of review of their application. And 11:47a
16 those were remaining 400 seats would be will 11:47a
17 filled by the merit lottery. 11:47a

18 FCPS region slots will be 11:47a
19 proportional to student enrollment and we 11:47a
20 would keep the rolling admission to keep the 11:47a
21 classified 100. Next slide.11:47a

22 So to provide a little more 11:47a
23 detail to be accepted into that revised 11:47a
24 merit lottery, students would need to meet 11:47a

1 those minimum requirements and we would look 11:47a
2 holistically at the student portrait sheet, 11:47a
3 their answering the problem solving essay 11:47a
4 and consider those experience factors with 11:47a
5 again those highest evaluated students being 11:47a
6 offered admissions and the remaining 11:47a
7 students would be selected randomly within 11:47a
8 their path, they would include the region 11:47a
9 pathway as well as the ascending 11:47a
10 jurisdiction pathway.11:47a

11 I'm going to let Mr. Shughart 11:49a
12 talk a little bit about the paths we have 11:49a
13 for ascending jurisdictions and also talk 11:50a
14 about how this is different from our 11:50a
15 currents process.11:50a

16 MR. SHUGHART: So the 11:50a
17 ascending jurisdictions remained unchanged 11:50a
18 from the previous proposal. That had to do 11:50a
19 with -- it's based around what's the current 11:50a
20 enrollment at TJ and trying to keep it 11:50a
21 consistent with current enrollment from 11:50a
22 within Fairfax County, as well as our 11:50a
23 participating jurisdiction kind of as a 11:50a
24 whole. In modeling -- in using that as kind 11:50a

1 of the baseline is where we settled with the 11:50a
2 70/30 split in terms of the percentages. 11:50a

3 With this new approached in 11:50a
4 terms of the revised merit lottery approach, 11:50a
5 in looking at the top 100 students receiving 11:50a
6 an offer to go to TJ one of the things that 11:50a
7 that does is that adjusts the numbers of 11:50a
8 students that are coming or potentially 11:51a
9 coming from each of the regional pathways 11:51a
10 within Fairfax County.11:51a

11 What that means is if we 11:51a
12 assume based upon the previous numbers that 11:51a
13 were presented and just a handful of slides 11:51a
14 ago of the overall regional pathway approach 11:51a
15 with the slight adjustments from the 70 to 11:51a
16 the other numbers. If all 100 students were 11:51a
17 to come from Fairfax County, how would that 11:51a
18 end up looking for Fairfax? So that's where 11:51a
19 the regional approach here with these 11:51a
20 numbers of much lower numbers exist. And it 11:51a
21 would actually be the floor if all 100 11:51a
22 students came from within Fairfax.11:51a

23 Now, that's unlikely, but we 11:51a
24 did want to at least allow for and show how 11:51a

1 that would be impacted. So the 100 students 11:51a
2 would come from within and then the regional 11:51a
3 approaches would be still proportionate to 11:51a
4 the remaining seats that are available.11:51a

5 For ascending jurisdictions 11:51a
6 those 100 students would actually come out 11:52a
7 of their overall total number within their 11:52a
8 pathway. And so the remaining seats that 11:52a
9 would be available for that particular 11:52a
10 jurisdiction would be what would be filled 11:52a
11 within the lottery portion or the random 11:52a
12 selection portion. So that that way overall 11:52a
13 Fairfax County is still not exceeding the 11:52a
14 350 maximum number of seats available and 11:52a
15 the participating jurisdictions combined are 11:52a
16 not exceeding the 150 students available.11:52a

17 Next slide. 11:52a

18 DR. BRABRAND: Thanks, Jeremy. 11:52a

19 Again, the advantages some see 11:52a
20 to this plan is statistically it should 11:52a
21 provide some increase in admittance for 11:52a
22 under represented groups, it's allows those 11:52a
23 who score highest through the holistic 11:52a
24 process into TJ and regional representation 11:52a

1 is proportional to student enrollment.11:53a

2 Some of the concerns, this 11:53a

3 proposal would be a two-tiered admissions 11:53a

4 process having unintended impacts on the 11:53a

5 caring culture we are striving to create at 11:53a

6 TJ. It will continue to admit more students 11:53a

7 of a few top performing middle schools who 11:53a

8 are already over-represented at TJ and 11:53a

9 concerns that this is only a moderate change 11:53a

10 to the process as we are seeking a more 11:53a

11 diverse Thomas Jefferson.11:53a

12 Now, we want to talk about 11:53a

13 some next responses that came from the 11:53a

14 previous meeting. And, Jeremy, I believe 11:53a

15 you have the next slide.11:53a

16 MR. SHUGHART: Okay.11:53a

17 So one of the questions that 11:53a

18 came up was about our targeted outreach. 11:53a

19 And this is really broken down into kind of 11:53a

20 older primary areas in terms of the outreach 11:54a

21 approaches that we would be using. And let 11:54a

22 me go into a little bit more detail in each 11:54a

23 of these, but kind of a high level is the 11:54a

24 admissions office would be conducting and 11:54a

1 presenting information to every public 11:54a
2 school, not only within Fairfax County, but 11:54a
3 also within our participating jurisdictions. 11:54a
4 These presentation will be available to 11:54a
5 parents and even the community and evening 11:54a
6 sessions. Some of these may be held during 11:54a
7 the school day as appropriate and as what 11:54a
8 works out for individual schools.11:54a

9 One of the other things that 11:54a
10 we are going to add is sending recruitment 11:54a
11 emails and letters to all eligible students. 11:54a
12 So we'll be able to go through and identify 11:54a
13 those students based upon math level and be 11:54a
14 able to invite them, specifically invite 11:54a
15 them to TJ. 11:54a

16 We're working on creating a 11:54a
17 virtual open house which would include a 11:54a
18 virtual tour, information from individual 11:54a
19 students, teachers, administration, even 11:55a
20 within the admissions office to be able to 11:55a
21 share information from a virtual environment 11:55a
22 for TJ. And then conduct targeted 11:55a
23 recruitment of under represented students. 11:55a
24 With input from our liaison counselors and 11:55a

1 other school counselors and staff at those 11:55a
2 schools.11:55a

3 We can go to the next slide, 11:55a
4 please.11:55a

5 So what we would provide to 11:55a
6 our students and parents in the community is 11:55a
7 being able to address our 95 participating 11:55a
8 public middle schools and over 100 private 11:55a
9 schools. Have presentation for all of these 11:55a
10 schools as we, you know, move through. And 11:55a
11 part of that is providing information about 11:55a
12 what the school is and information and 11:55a
13 opportunities to understand a little bit 11:55a
14 more about TJ, demystifying TJ to some 11:55a
15 degree. In addition to providing 11:55a

16 information about the admissions process. 11:55a
17 So what does that look like? 11:55a
18 When would those important dates and 11:56a
19 deadlines be? What would be the 11:56a
20 expectations of students throughout that 11:56a
21 process and how would that look? 11:56a

22 So it's really taking these 11:56a
23 elements or the expected elements moving 11:56a
24 forward and sharing that information with 11:56a

1 them. This information would be coordinated 11:56a
2 with the school leaders. We would also be 11:56a
3 able to put out information not only on the 11:56a
4 admissions website, but also share this 11:56a
5 through FCPS Facebook and Twitter. This 11:56a
6 information would go out in email 11:56a
7 correspondence through News You Choose. So 11:56a
8 the idea is to be able to provide this 11:56a
9 information to the community so that that 11:56a
10 way they are able to be aware of those 11:56a
11 sessions and be able to be in attendance.11:56a

12 If you could go to the next 11:56a
13 slide, please.11:56a

14 So those recruitment efforts 11:56a
15 would be sending out, in terms of emails and 11:56a
16 letters will be sending out an email to all 11:56a
17 those eligible students that we talked about 11:56a
18 and their parents encouraging them to apply 11:56a
19 to TJ. Providing them with links to other 11:56a
20 important information, whether that be the 11:57a
21 virtual link, providing a link to the 11:57a
22 application, the admissions website. A 11:57a
23 listing of all the presentations and when 11:57a
24 they would be able to gain access to an 11:57a

1 evening or daytime presentation, whichever 11:57a
2 is appropriate for them. 11:57a

3 For the non-FCPS schools both 11:57a
4 from a regional or a county and city 11:57a
5 standpoint as well, even our private 11:57a
6 schools, being able to provide them with 11:57a
7 this same information to distribute to their 11:57a
8 students and their communities. Again, 11:57a
9 whether that's from a school level approach 11:57a
10 or a division wide approach. The idea is 11:57a
11 that we are targeting these students and 11:57a
12 being able to get this information 11:57a
13 specifically into the students hands.11:57a

14 If you can go to the next 11:57a
15 slide, please.11:57a

16 The virtual open house is 11:57a
17 something the admission's office would be 11:57a
18 coordinating with the high school itself. 11:57a
19 The idea is that we would be show casing the 11:57a
20 school, the highlights, the unique features 11:57a
21 that TJ offers. We want to be able to 11:58a
22 discuss and provide visual opportunities to 11:58a
23 see what research labs, what the school 11:58a
24 looks like, because sometimes we want 11:58a

1 students to be able to envision themselves 11:58a
2 being at the school, and that is a powerful 11:58a
3 statement for those individual students. 11:58a

4 We want students to be able to 11:58a
5 talk about the backgrounds and the skills 11:58a
6 and what it's like to be at TJ. We want 11:58a
7 them to be able to share what TJ is like for 11:58a
8 them. We want students and staff to be able 11:58a
9 to share information about the programs at 11:58a
10 the school. We want staff to be able to 11:58a
11 potentially share information about 11:58a
12 uniquenesses or maybe unique courses or 11:58a
13 opportunities around what's offered at TJ. 11:58a
14 And at the same time we want them to be able 11:58a
15 to provide information about potentially 11:58a
16 what is the same at TJ. 11:58a

17 So an idea in terms of a 11:58a
18 virtual open house is to be able to provide 11:58a
19 a lot of information that is easily 11:59a
20 digestible and even in chunk manner so that 11:59a
21 that way you can pick and choose what you 11:59a
22 would see. And that's followed up by also 11:59a
23 the administration and even admission's 11:59a
24 office interviews and information that they 11:59a

1 can share. And that we would be able to 11:59a
2 provide this in a format that students and 11:59a
3 families would be able to go and be able to 11:59a
4 consume either all at once or even in 11:59a
5 chunks.11:59a

6 Can we go to the next slide, 11:59a
7 please? 11:59a

8 So targeted -- back one, 11:59a
9 please. Sorry.11:59a

10 So targeted recruitment, this 11:59a
11 is actually continuing efforts to provide 11:59a
12 outreach to our under represented students 11:59a
13 in terms of our STEM programming. The 11:59a
14 intention here is to generate that 11:59a
15 excitement of learning math and science. 11:59a
16 Those STEM skills that are already out there 11:59a
17 and we want to be able to provide students 11:59a
18 with an opportunity and option to be able to 11:59a
19 see TJ as a high school opportunity or 12:00p
20 option for them.12:00p

21 So these enrichment activities 12:00p
22 can include after school or summer programs. 12:00p
23 Those may be in robotics or computer 12:00p
24 programming. Field trip opportunities such 12:00p

1 as the Think Of It labs held at Virginia 12:00p
2 Tech, Chesapeake Bay Foundation where 12:00p
3 students are able to actually go out into 12:00p
4 the Bay.12:00p

5 Family engagement activities, 12:00p
6 these things are supported through 12:00p
7 opportunities at the school such as the TJ 12:00p
8 diversity open house or even the tech 12:00p
9 extravaganza events that have been held in 12:00p
10 previous years at the school. The idea is 12:00p
11 to be able to provide these engagement 12:00p
12 opportunities for students to be able to 12:00p
13 provide them with experiences that they may 12:00p
14 not have had, whether it's at their school 12:00p
15 or even within the community.12:00p

16 And then finally, providing 12:00p
17 them an opportunity and putting out what we 12:00p
18 call the STEM Times Newsletter. This is a 12:00p
19 quarterly newsletter where we provide 12:00p
20 information about upcoming events and 12:01p
21 highlight different options and 12:01p
22 opportunities around STEM. Whether that be 12:01p
23 interesting facts or events, you know, 12:01p
24 potentially even, you know, opportunities 12:01p

1 where students can go and engage in 12:01p
2 activities that may not be something held 12:01p
3 within Fairfax County public schools, but 12:01p
4 maybe the surrounding jurisdictions.12:01p

5 Next slide, please. I 12:01p
6 believe, Marty or Dr. Brabrand, I'll turn 12:01p
7 this back over to you guys.12:01p

8 I believe this is a 12:01p
9 Dr. Bonitatibus's slide.12:01p

10 DR. BONITATIBUS: It is. 12:01p
11 Thanks, Jeremy.12:01p

12 Good evening, madam chair, the 12:01p
13 board, thank you to Dr. Brabrand, school 12:01p
14 board members, district leadership, the 12:01p
15 entire TJ mission staff, in addition to our 12:01p
16 broader community for really recognizing how 12:01p
17 TJ can be more accessible for a talented 12:01p
18 student body that more closely aligns with 12:01p
19 the representation of FCPS of Northern 12:01p
20 Virginia.12:01p

21 As part of our care and 12:01p
22 culture, I always like to say that at TJ our 12:01p
23 students are more than a GPA. To them, 12:02p
24 we're GPS. We guide our students on their 12:02p

1 journey. We help them navigate the detours, 12:02p
2 we help put them in acceleration links, key 12:02p
3 paths, and they all take different routes at 12:02p
4 different speeds and they always 12:02p
5 successfully reach their destination.12:02p

6 As you take a look at some of 12:02p
7 the supports on the slide because we've 12:02p
8 listed many here, I would like to share my 12:02p
9 strong belief which is informed by 12:02p
10 experiences in multiple public education 12:02p
11 leadership roles that a shift in 12:02p
12 demographics does not automatically 12:02p
13 translate in a shift in talent. 12:02p

14 Assumptions that students in a 12:02p
15 new admission process could be less 12:02p
16 qualified or less talented at TJ really I 12:02p
17 hope to be reconsidered. As a community I 12:02p
18 really want us to place trust in our 12:02p
19 students, our parents, our teachers who 12:02p
20 really support our students each and 12:02p
21 everyday.12:02p

22 Over the past three decades we 12:02p
23 noticed multiple changes in TJ admission 12:02p
24 processes and student demographics. TJ has 12:03p

1 remained a vibrant STEM community where 12:03p
2 students have excelled in a rigorous program 12:03p
3 of study.12:03p

4 I have to be honest, though, 12:03p
5 that the rigger of our schools has sometimes 12:03p
6 come at the expense of wellness, emotional, 12:03p
7 physical, mental. For that reason we have 12:03p
8 joined a network of schools known as 12:03p
9 Challenge Success that's noted on the slide 12:03p
10 in front of you, it's born out of Stanford 12:03p
11 University. And the program helps us 12:03p
12 redefine success beyond a GPA in a number of 12:03p
13 AP classes that are taken.12:03p

14 We are focused on making 12:03p
15 personal connections, decreasing workload, 12:03p
16 increasing sleep, and teaching students how 12:03p
17 to advocate for their learning. Therefore, 12:03p
18 with the incoming freshman class we will 12:03p
19 continue to offer academic and social and 12:03p
20 emotional support as noted on the slide in 12:03p
21 front of you.12:03p

22 And as our students transition 12:03p
23 we will work with our wonderful upper class 12:03p
24 students to continue to build a welcoming 12:04p

1 environment where their new peers are 12:04p
2 celebrated as a members of the TJ community. 12:04p
3 Not single out or diminished based on how 12:04p
4 they enter TJ or their identity or personal 12:04p
5 circumstances.12:04p

6 And our staff will continue to 12:04p
7 explore ways to be culturally responsive, 12:04p
8 provide multi-tier systems of support for 12:04p
9 our students and continue to implement our 12:04p
10 challenge success strategies.12:04p

11 We can go to our next slide, 12:04p
12 please.12:04p

13 Many things here talk about 12:04p
14 our wrap around support for students and we 12:04p
15 are highly successful with our support at 12:04p
16 TJ. Maybe not a lot of people know this, 12:04p
17 but we are the only high school at FCPS that 12:04p
18 has minimum GPA requirement to remain 12:04p
19 enrolled. If a student is not able to 12:04p
20 maintain a B average, we put academic 12:04p
21 supports in place. I'm happy to say that in 12:04p
22 the past three years at TJ our retention 12:04p
23 rate has gone up significantly, meaning that 12:04p
24 fewer students are leaving due to stress or 12:05p

1 academic struggles. 12:05p

2 Annually fewer than a dozen 12:05p
3 students out of over 1,800 struggle or 12:05p
4 maintain that B average, and no student or 12:05p
5 family has been directed to meet with 12:05p
6 district leadership to consider an alternate 12:05p
7 placement at a school.12:05p

8 So regardless of the outcome 12:05p
9 of the TJ admission process, we will 12:05p
10 continue to develop talent and have students 12:05p
11 reach their potential and support them every 12:05p
12 step of the way. We will continue to build 12:05p
13 strong connections and relationships with 12:05p
14 our students and families, we are going to 12:05p
15 check in with them regularly. 12:05p

16 And I just have to share a 12:05p
17 story, at the beginning of the year we had a 12:05p
18 panel and they spoke to our teachers and 12:05p
19 staff. And our students told our teachers 12:05p
20 how much they loved them. Our students also 12:05p
21 told us that they as students are as 12:05p
22 invested in us as we are in them. There was 12:05p
23 not a dry eye in the house, we were brought 12:05p
24 to tears. 12:05p

1 This doesn't happen in 12:06p
2 (inaudible) culture. So I am most proud of 12:06p
3 how we have grown as a caring and supportive 12:06p
4 community in the past couple years. And 12:06p
5 this doesn't mean we still don't have room 12:06p
6 to grow because we do have students share 12:06p
7 with us some of the hardships that they've 12:06p
8 experienced. We have multiple committees 12:06p
9 that are lead by students, staff, parents, 12:06p
10 and are partnership run and they are focused 12:06p
11 on wellness and diversity awareness and on 12:06p
12 outreach.12:06p

13 TJ is on a positive trajectory 12:06p
14 as a caring culture. The incoming class of 12:06p
15 2025 will add to the richness of our family. 12:06p
16 I'm confident that they will contribute to 12:06p
17 the TJ mission that Dr. Brabrand reminded us 12:06p
18 of at the beginning. And they will make a 12:06p
19 difference in the shared interest of 12:06p
20 humanity. We regularly tell our students we 12:06p
21 are here for you. We are TJ; we got this.12:06p

22 Marty, I think this turns back 12:06p
23 over to you.12:06p

24 MR. SMITH: This does turn 12:06p

1 back over to me.12:07p

2 I want to come visit TJ and I 12:07p

3 want to be part of the TJ freshman class 12:07p

4 after that, Dr. Bonitatibus.12:07p

5 I want to talk a little bit 12:07p

6 about the timeline. We know as we get into 12:07p

7 this process that we are on a bit more of a 12:07p

8 condensed timeline. So for the fall we 12:07p

9 would certainly conduct outreach to all of 12:07p

10 our jurisdictions. As Mr. Shughart shared 12:07p

11 earlier, we would prepare the virtual tour 12:07p

12 and the filming of the virtual tour and 12:07p

13 start to prepare what those outreach efforts 12:07p

14 looked like with our school staff, and then 12:07p

15 contact with all of those qualified 12:07p

16 students. 12:07p

17 For early winter, we would 12:07p

18 conduct targeted outreach, we would engage 12:07p

19 our liaison counselors in both FCPS and 12:07p

20 ascending jurisdictions, and then followup 12:07p

21 with our target students to encourage them 12:07p

22 to apply and be part of the TJ application 12:07p

23 process. In late winter we will continue 12:07p

24 those outreach efforts and open the 12:07p

1 application process.12:07p

2 We have here review our caring 12:08p
3 culture supports, but we know that is 12:08p
4 ongoing within the school. When students 12:08p
5 arrive within TJ on that first day and prior 12:08p
6 to the first day they realize they are part 12:08p
7 of the caring culture. So that's really an 12:08p
8 ongoing piece within the school.12:08p

9 And then in the spring we will 12:08p
10 conduct that holistic review and lottery, we 12:08p
11 would contact our selected students and 12:08p
12 would initiate a growing admissions process 12:08p
13 for the beginning of the year.12:08p

14 So that is our timeline in a 12:08p
15 nutshell. And we'll allow Dr. Brabrand -- 12:08p
16 oh, actually there's one more slide before 12:08p
17 we allow Mr. Brabrand.12:08p

18 We did have many next steps 12:08p
19 that the board wanted answered prior to our 12:08p
20 meeting on the 8th. So we responded to 12:08p
21 those next steps and posted them in a 12:08p
22 separate document so the board and the 12:08p
23 community may look at those. And we will 12:08p
24 also be posting those next steps that are in 12:08p

1 that document as they're answered post note 12:08p
2 to the board docs for the board to review.12:09p

3 DR. BRABRAND: Thanks, 12:09p
4 Mr. Smith.12:09p

5 And as we wrap up the final 12:09p
6 slide you see Fairfax County Schools there. 12:09p
7 And this year at our leadership conference I 12:09p
8 talked at our leadership conference about 12:09p
9 putting equity at the center of all that we 12:09p
10 say and do. This has been a school year 12:09p
11 unlike any other and in our history, in our 12:09p
12 country's history. And we have had this 12:09p
13 moment cause us to reflect, to pause and 12:09p
14 reflect on our reality and how we move 12:09p
15 forward.12:09p

16 The reality is if we are 12:09p
17 putting economy at the center of all that we 12:09p
18 do, that we have presented -- I have 12:09p
19 presented to you and this team you tonight 12:09p
20 two proposals that change status quo at TJ 12:09p
21 and we must change the status quo. It has 12:09p
22 been decades and decades with no gains in 12:09p
23 the diversity of the admitting class of 12:10p
24 Thomas Jefferson. 12:10p

1 Merit is in the pool and merit 12:10p
2 and talent is removed from the pool through 12:10p
3 the testing process.12:10p

4 I just want to make one 12:10p
5 comment on the testing process. I know and 12:10p
6 receive feedback through my own town halls 12:10p
7 that I talked about pay to play and many 12:10p
8 perceived that those were comments against 12:10p
9 parents and students who did support as part 12:10p
10 of getting into TJ taking those tests. I 12:10p
11 did not mean in any way to make comments 12:10p
12 that were disparaging against them at all. 12:10p

13 I do not support an industry 12:10p
14 that preys on the hopes and dreams of 12:10p
15 students and parents and requires thousands 12:10p
16 of dollars to be shelled out for students to 12:10p
17 be successful. But the students and the 12:10p
18 parents are simply playing by the rules, the 12:10p
19 rules that we setup here in Fairfax County.12:11p

20 Now it's time to change the 12:11p
21 rules and create a process where the true 12:11p
22 diversity of talent and merit is fully 12:11p
23 appreciated here at Fairfax County Public 12:11p
24 Schools for admittance into our class at 12:11p

1 Thomas Jefferson.12:11p

2 I'm confident that either of 12:11p
3 these plans begins to lay the path forward 12:11p
4 for the diversity at TJ to represent the 12:11p
5 full glorious diversity that we have here in 12:11p
6 our Northern Virginia School Systems. 12:11p

7 Businesses from all over the 12:11p
8 country and the world have chosen to come 12:11p
9 here to Fairfax County for the talent and 12:11p
10 our talent is diverse, and we are missing 12:11p
11 talent in our current TJ admissions process. 12:11p
12 We can do better and I believe we have two 12:11p
13 proposals tonight that will take us a step 12:11p
14 forward in reaching our goals and putting 12:12p
15 equity at the center for all that we say and 12:12p
16 do.12:12p

17 Thank you very much and we'll 12:12p
18 be glad to take any questions that you have 12:12p
19 this evening.12:12p

20 MADAM CHAIR: Thank you very 12:12p
21 much, Dr. Brabrand and the staff who 12:12p
22 presented. Just now, I want you to know we 12:12p
23 will have several school board members who 12:12p
24 will want to ask several questions regarding 12:12p

1 the proposals.12:12p

2 We are going to start with 12:12p

3 Ms. Keys-Gamarra. Just a reminder to our 12:12p

4 school board members, let's just really be 12:12p

5 mindful of when our time is up, you'll get a 12:12p

6 chance to complete your sentence, but not 12:12p

7 necessarily your thought.12:12p

8 Ms. Keys-Gamarra, go ahead.12:12p

9 BOARD MEMBER: Thank you. And 12:12p

10 thank you to our staff for working to 12:12p

11 present these two proposals.12:12p

12 I want to focus on a number of 12:16p

13 questions that we received from the 12:16p

14 community so that we can facilitate that 12:16p

15 discussion and hopefully the community will 12:16p

16 feel a part of this process.12:16p

17 My first question goes to 12:16p

18 accountability measures. On both of these 12:16p

19 proposals, how can we make sure that we are 12:16p

20 actually working towards greater diversity? 12:16p

21 How are we identifying metrics that we are 12:17p

22 reaching for? This should include the 12:17p

23 removal of the test, which I fully support 12:17p

24 and I understand the research behind it, but 12:17p

1 I want the public to hear that. And how 12:17p
2 does the lottery enhance our efforts of 12:17p
3 achieving that diversity? 12:17p

4 I'd also like an explanation 12:17p
5 as to why we are looking at 100 top 12:17p
6 students, when typically the percentage of 12:17p
7 gifted students is about 1.5 percent of the 12:17p
8 population. And I think I mentioned the 12:17p
9 clear metrics. As we think about reaching 12:17p
10 out to our middle schoolers, I'd like to see 12:17p
11 a more comprehensive way of communicating 12:17p
12 with them that is aligned with how students 12:17p
13 communicate, including social media and 12:17p
14 possibly a video to introduce these new 12:17p
15 opportunities, and I'll stop there.12:18p

16 DR. BRABRAND: Thank you, 12:18p
17 Ms. Keys-Gamarra. 12:18p

18 I'm going to start and let 12:18p
19 Mr. Smith and Mr. Shughart respond. The 12:18p
20 accountability metrics begin with the 12:18p
21 lottery by having a very robust outreach 12:18p
22 effort to all of these schools, particularly 12:18p
23 our under represented schools for kids to 12:18p
24 apply. That this is a new day, they have a 12:18p

1 fresh shot at getting in TJ, and we are 12:18p
2 going to work to do everything we can to 12:18p
3 increase the proportion of those schools 12:18p
4 that have not previously had kids apply to 12:18p
5 now apply. 12:18p

6 Because with the lottery, we 12:18p
7 were doing the modeling based on the current 12:18p
8 applications. We are for the accountability 12:18p
9 metric that we will be able to outreach to 12:18p
10 get more students to apply from all kinds of 12:18p
11 backgrounds and from all kinds of schools 12:18p
12 previously did not feel they could partake.12:19p

13 As far as the issue of the 12:19p
14 hybrid model and the holistic in the number, 12:19p
15 this was from feedback from many in our 12:19p
16 community that there's just some kids that 12:19p
17 have to get in TJ and so this hybrid 12:19p
18 approach tries to process to identify those 12:19p
19 highest scoring kids, while still looking at 12:19p
20 plenty of kids that have the merit to be at 12:19p
21 TJ, but not the highest scoring that they 12:19p
22 have an opportunity to get in as well. And 12:19p
23 I will let Mr. Smith or Mr. Shughart respond 12:19p
24 to anything I may have missed in your 12:19p

1 questions.12:19p

2 Marty or Jeremy? 12:19p

3 MR. SMITH: To add to some of 12:20p

4 that, Dr. Brabrand, as we think about 12:20p

5 accountability and metrics we'll certainly 12:20p

6 be looking at inviting every student in and 12:20p

7 doing a followup on our return rate for 12:20p

8 those students who we've invited in, looking 12:20p

9 to see if we can increase those connections 12:20p

10 over time. This is something that we 12:20p

11 haven't done in the past and so we would 12:20p

12 want to ensure that given our entire 12:20p

13 universe of students that we would invite in 12:20p

14 that we would want to have certain 12:20p

15 touchpoints where our counselors, teachers 12:20p

16 and administrators are reaching out and 12:21p

17 having conversations with those students and 12:21p

18 it wouldn't simply be an invitation by mail 12:21p

19 or email.12:21p

20 BOARD MEMBER: I just want to 12:21p

21 clarify -- and you're talking -- I'm asking 12:21p

22 about accountability and you're talking more 12:21p

23 about outreach. And accountability to me 12:21p

24 means that we are setting up structures to 12:21p

1 monitor our progress and we have clear 12:21p
2 objectives to achieve.12:21p

3 MR. SMITH: And I think we're 12:21p
4 talking about the same thing. I'm talking 12:21p
5 about outreach and one of those areas of 12:21p
6 ensuring that we are following through is if 12:21p
7 we know we've sent out invitations to a 12:21p
8 thousand students, but we haven't actually 12:21p
9 connected with those students as part of the 12:21p
10 process, we have to hold ourselves 12:21p
11 accountable to ensure that we are part of 12:21p
12 the process doing that outreach. 12:21p

13 I think that as we look at the 12:21p
14 process we'll be clearly looking at the 12:21p
15 number of students who are applying over 12:21p
16 time. And going back to our schools to 12:22p
17 ensure that we have students that are 12:22p
18 applying in many of our regions to 12:22p
19 encourage, again, those students being part 12:22p
20 of the process.12:22p

21 The only way we get more 12:22p
22 diversity within the school is to ensure 12:22p
23 that we have more students applying and 12:22p
24 being part of that process. We know there 12:22p

1 are some things on the front end that we 12:22p
2 have to look at as it relates to the 12:22p
3 pipeline. We shared some of that earlier 12:22p
4 about ensuring that students have access to 12:22p
5 TJ, ensuring that students have access to 12:22p
6 rigorous courses so we want to make sure 12:22p
7 those are areas of accountability for us.12:22p

8 And I apologize if I'm not 12:22p
9 hitting all those areas for you, but how I 12:22p
10 look at it, that's how we hold ourselves 12:22p
11 accountable.12:22p

12 BOARD MEMBER: I think I'm 12:22p
13 asking more about data collection and what 12:22p
14 accountability measures as we implement this 12:23p
15 process to make sure we're actually hitting 12:23p
16 the targets and then what are those targets.12:23p

17 MR. SMITH: Well, I think 12:23p
18 since this is our base line year we'll be 12:23p
19 looking to see what kind of diversity we 12:23p
20 would be generating at TJ with the first 12:23p
21 part of this process. We know that based on 12:23p
22 modeling there are certain percentages that 12:23p
23 we would be looking at. So we would look to 12:23p
24 see if the actual freshman class aligned 12:23p

1 with the modeling that we've done based on 12:23p
2 previous experience. And, again, if our 12:23p
3 numbers aren't where they are, that's where 12:23p
4 we focus on the process, perhaps changes to 12:23p
5 the process and, again, looking at our 12:23p
6 outreach efforts.12:23p

7 And so I may be sounding like 12:23p
8 a broken record, but we feel that outreach 12:23p
9 is a very important part of that process. 12:23p
10 There were also questions about those 12:23p
11 hundred students and Dr. Brabrand talked 12:24p
12 about that. As we looked at past experience 12:24p
13 of past application processes we noted that 12:24p
14 students were clustering as part of the 12:24p
15 evaluation process, that the student who 12:24p
16 were performing the best as part of the 12:24p
17 process was in that 100-student range. And 12:24p
18 so that's why we are falling down on this 20 12:24p
19 percent because it aligns with past 12:24p
20 performance of students within the 12:24p
21 application process.12:24p

22 Mr. Shughart, do you want to 12:24p
23 talk a little bit about the lottery process? 12:24p

24 MR. SHUGHART: I'm sorry in 12:26p

1 terms of I can talk about it. I'm kind of 12:26p
2 lost in terms of what to add in to Ms. Keys-12:26p
3 Gamarra, your question. I think in terms of 12:26p
4 -- I guess I'm trying to followup in terms 12:26p
5 of, you know, social media. Well, no, that 12:26p
6 doesn't have anything to do with it. Can 12:26p
7 you refresh that question for me? 12:26p

8 BOARD MEMBER: So I'm trying 12:26p
9 to layout for the community the thinking 12:26p
10 behind what we are doing. Right. I believe 12:27p
11 wholeheartedly that we need to look at our 12:27p
12 student body and expand our diversity. But 12:27p
13 as a board member, I need assurances that we 12:27p
14 have accountability measures in place, that 12:27p
15 we have defined targets, and that we are 12:27p
16 monitoring what we are doing. As well as -- 12:27p
17 I mean, I think the community needs to 12:27p
18 understand what we are doing. I think 12:27p
19 there's a large percentage of the community 12:27p
20 that is behind us and I just think we need 12:27p
21 to state this more clearly. And I'm hearing 12:27p
22 primarily outreach which is wonderful, but I 12:27p
23 think there should be more than that.12:27p

24 DR. BRABRAND: Let me try, 12:27p

1 Jeremy, and then -- 12:27p

2 MR. SHUGHART: I'll add.12:27p

3 DR. BRABRAND: You can. 12:27p

4 So the first thing, Ms. Keys-12:27p

5 Gamarra, that we want to do from the 12:27p

6 modeling, the applicant pool, right, an 12:27p

7 applicant pool found in the merit should 12:28p

8 match the admissions into TJ. Right. 12:28p

9 That's the first. So when we did the 12:28p

10 modeling we saw by taking out the test we 12:28p

11 had qualified kids of merit, but then we 12:28p

12 applied the test and it shrunk the kids that 12:28p

13 were in for semi-finalists.12:28p

14 So the first thing, the first 12:28p

15 metric moving forward, the first goal is 12:28p

16 whatever the applicant pool of merit is that 12:28p

17 that percentage will match what gets in TJ, 12:28p

18 and it should because it's a lottery. 12:28p

19 Right. The percentage of kids that are 12:28p

20 African American, that are English language, 12:28p

21 that are free and reduced lunch, the lottery 12:28p

22 should apply equally their opportunity to 12:28p

23 get in. So that's No. 1.12:28p

24 The second metric is to expand 12:28p

1 the outreach to get more kids who never even 12:28p
2 applied because they've given up thinking TJ 12:28p
3 is in the realm of possibility and then that 12:28p
4 diversifies the pool. And so longer term 12:29p
5 the aspirational metric is that the TJ 12:29p
6 admittance class actually measures or 12:29p
7 reflects the diversity of Fairfax County 12:29p
8 Public Schools and the surrounding school 12:29p
9 divisions, which it does not. 12:29p

10 So the intermediate metric of 12:29p
11 just the pool matching the admissions and we 12:29p
12 believe a lottery will do that. If you do 12:29p
13 the merit or the hybrid lottery, that those 12:29p
14 100 -- those first 100 may not because they 12:29p
15 won't be randomly assigned. It may be due 12:29p
16 to a particular school or a particular 12:29p
17 demographic and it may proportionally impact 12:29p
18 second language learners or economically 12:29p
19 disadvantaged. But the rest of the spots 12:29p
20 will be done by the lottery.12:29p

21 So those are the two metrics 12:29p
22 matching the pool of the admissions and 12:29p
23 bring in the actual result, and then 12:30p
24 ultimately getting to diversity of TJ's 12:30p

1 class to match the diversity of the school 12:30p
2 system.12:30p

3 BOARD MEMBER: I think that 12:30p
4 perhaps one of the next steps is taking 12:30p
5 additional steps to make sure we're defining 12:30p
6 those metrics --12:30p

7 DR. BRABRAND: Right.12:30p

8 BOARD MEMBER: -- along with a 12:30p
9 clearer accountability. So I'll stop there 12:30p
10 and let some of my colleagues have an 12:30p
11 opportunity.12:30p

12 DR. BRABRAND: All right. 12:30p
13 Thank you.12:30p

14 MADAM CHAIR: Thank you, 12:30p
15 Ms. Keys-Gamarra.12:30p

16 Ms. Corbett-Sanders, go ahead.12:30p

17 BOARD MEMBER: Yes, thank you. 12:30p
18 And thank you, Dr. Brabrand, and all of your 12:30p
19 staff for your excellent hard work. We very 12:30p
20 much appreciate the challenges that are 12:30p
21 before us where we have a shared purpose or 12:30p
22 a shared focus on transforming the 12:30p
23 opportunities available to students at TJ to 12:30p
24 ensure that there is both rigger, but that 12:30p

1 the TJ student body reflects the diversity 12:31p
2 that we see here in Fairfax County and all 12:31p
3 of Northern Virginia.12:31p

4 Along those lines I appreciate 12:31p
5 that you have gotten rid of the test because 12:31p
6 we know there are some biases associated 12:31p
7 with those tests. And that you are delaying 12:31p
8 the admissions process. I would say that we 12:31p
9 need to make sure that we have changes to 12:31p
10 the admissions process this year starting in 12:31p
11 late January.12:31p

12 I have concerns about the 12:31p
13 lottery as being a tool to actually get our 12:31p
14 diversity, to get the student body to 12:31p
15 reflect diversity because as you have said 12:31p
16 multiple times is that that's the long term 12:31p
17 goal, but that you haven't actually modeled 12:31p
18 that we get to that diversity. 12:31p

19 And so I'm going to suggest 12:31p
20 that we do a pyramid or a middle school by 12:31p
21 middle school approach to the admissions 12:32p
22 process. And that as part of that similar 12:32p
23 to what you've already put out there that we 12:32p
24 have the merit-based approach with 12:32p

1 multi-facets, a holistic approach, which 12:32p
2 also includes problem solving, contributions 12:32p
3 to the portrait of graduate and those 12:32p
4 opportunity indexes similar to what all of 12:32p
5 the top universities in this country are 12:32p
6 moving towards.12:32p

7 I would also suggest and 12:32p
8 request that you bring back to this board a 12:32p
9 plan for a more detailed plan on what that 12:32p
10 process would be. And also bring back to 12:32p
11 the board a more detailed plan on any sort 12:32p
12 of proposal on the number set aside seats to 12:32p
13 ones in align with the percentage of highly 12:32p
14 gifted students nationally norm and norm for 12:33p
15 Northern Virginia. 12:33p

16 Also, asking along Ms. Keys-12:33p
17 Gamarra's statement that we need to have 12:33p
18 measurable metrics and that we revisit them. 12:33p
19 And so on an annual basis before we submit 12:33p
20 our diversity plan to the state that we 12:33p
21 would have a conversation here at this board 12:33p
22 and determine where we might have to make 12:33p
23 adjustments to that.12:33p

24 I would also suggest that 12:33p

1 since we are only at 84 percent capacity at 12:33p
2 TJ that we expand the opportunities of TJ to 12:33p
3 a higher level of capacity and at a minimum 12:33p
4 increase the admissions class from 500 to 12:33p
5 550. And we will also and I shared this 12:33p
6 with my colleagues earlier, that we will 12:33p
7 bring a regional board, governing board to 12:33p
8 TJ. 12:33p

9 MADAM CHAIR: Dr. Brabrand, go 01:31p
10 ahead.01:31p

11 DR. BRABRAND: Well, I mean, 01:31p
12 let me work backwards. The regional 01:31p
13 governing board is the decision by the 01:31p
14 school board and, of course, the 01:31p
15 administration has been working under the 01:31p
16 existing arrangements that I think go back 01:31p
17 30 years. I can certainly review that with 01:31p
18 our staff and see -- take a look at an 01:32p
19 expansion of slots. I'll have to review 01:32p
20 that with the team. I don't believe I can 01:32p
21 speak to that specifically tonight.01:32p

22 Reviewing it each year I 01:32p
23 completely support doing that. I think 01:32p
24 that's been part of the problem, that we 01:32p

1 haven't reviewed it each year, we haven't 01:32p
2 collectively held ourselves accountable to 01:32p
3 see change happen. What I know is doing to 01:32p
4 same things we did last year isn't going to 01:32p
5 make any change, we are going to get the 01:32p
6 same results that we've always had so I 01:32p
7 certainly don't mind to doing that.01:33p

8 We can work to do metrics, but 01:33p
9 again, as you do anything new we model. 01:33p
10 We've given you the best modeling we can 01:33p
11 based on the data that we have for the 01:33p
12 lottery and we can work to build goals 01:33p
13 around what that would look like and we sort 01:33p
14 of did a little bit of that with the 01:33p
15 original proposal we shared. But we can 01:33p
16 certainly do a bit more and share that. 01:33p

17 And as far as the set aside 01:33p
18 seats, we can talk a little bit more about 01:33p
19 it. That's what we were trying to do in the 01:33p
20 hybrid plan and as Mr. Smith said, the 100 01:33p
21 seats were identified based on the number of 01:33p
22 kids that were finding top success. I will 01:33p
23 say 20 percent is about what we find for 01:33p
24 center eligibility in our AEP centers, it's 01:33p

1 about 19 percent. So 20 percent. I know 01:33p
2 gifted nationally is perhaps a lower 01:33p
3 percentage, but I think here in Northern 01:34p
4 Virginia, we have a higher percentage of 01:34p
5 kids with extraordinary strong academic 01:34p
6 talent. 01:34p

7 MR. SMITH: Dr. Brabrand, I'd 01:35p
8 like Mr. Shughart to talk a little bit about 01:35p
9 the middle school approach because it's not 01:35p
10 the first time we've heard about it and 01:35p
11 we've actually ran numbers on the craft 01:35p
12 process about looking at a middle school 01:35p
13 approach to bring students in.01:35p

14 So, Mr. Shughart, can you talk 01:35p
15 a little bit about that? 01:35p

16 MR. SHUGHART: Sure. So a 01:35p
17 number of years ago we ran that approach 01:35p
18 looking at the top performing students. 01:35p
19 certainly we weren't looking at a lottery 01:35p
20 portion at that point in time. But we were 01:35p
21 looking at a combination of the top 01:35p
22 performing students at each school and how 01:35p
23 that would provide or what that would 01:35p
24 provide to TJ in terms of overall 01:35p

1 representation. While it would ensure some 01:35p
2 additional regional representation that we 01:35p
3 don't see currently and certainly in Fairfax 01:35p
4 County and potentially in our surrounding 01:35p
5 jurisdictions, what we also didn't see is a 01:35p
6 dramatic shift in the composition of the 01:35p
7 students at TJ based upon the modeling we 01:36p
8 brought at that point in time. 01:36p

9 So what that did -- basically 01:36p
10 the high level of this was going back and 01:36p
11 reevaluating the strongest applicants based 01:36p
12 on a school by school basis. And it didn't 01:36p
13 really change the demographics at the school 01:36p
14 at that point in time. And so with that 01:36p
15 what we do know --01:36p

16 BOARD MEMBER: Excuse me, 01:36p
17 Mr. Smith, if I can respond to that just 01:36p
18 quickly which is that that was using the old 01:36p
19 metric which included the test, but you 01:36p
20 haven't run the model with the new approach 01:36p
21 that you have put forth which gets rid of 01:36p
22 the test, but has more of a focus on a 01:36p
23 holistic approach.01:36p

24 MR. SMITH: So we are thinking 01:36p

1 alike, Ms. Corbett-Sanders, because where I 01:36p
2 was going was we have been able to run the 01:36p
3 model for the merit lottery so we know that 01:36p
4 does provide additional diversity based on 01:37p
5 what we shared earlier with the board and 01:37p
6 the previous proposal. What we don't know 01:37p
7 is we haven't captured some of these data 01:37p
8 points in the past to run modeling. So 01:37p
9 within this first year, of course, with a 01:37p
10 hybrid model we can see what those numbers 01:37p
11 would look like and what the additional 01:37p
12 diversity would look like. 01:37p

13 But we do know that looking at 01:37p
14 the number of students by region based on 01:37p
15 the number of students that applied in the 01:37p
16 past and our ability to do more outreach and 01:37p
17 get more students applying from those 01:37p
18 schools would create more diversity at TJ 01:37p
19 than what we currently see. So you're right 01:37p
20 in noting that we don't have numbers based 01:37p
21 on the proposal for to holistic review at 01:37p
22 this point, but it's not to say we wouldn't 01:37p
23 have those numbers in the future to take 01:37p
24 another look at the process.01:38p

1 MADAM CHAIR: Did you have 01:38p
2 additional questions, Ms. Corbett-Sanders? 01:38p
3 You seem to have a little bit more time. 01:38p

4 BOARD MEMBER: No, 01:38p
5 Dr. Anderson, my time went up so I will 01:38p
6 reserve to possibly go back.01:38p

7 MADAM CHAIR: Thank you.01:38p
8 Ms. Omeish, go ahead.01:38p

9 BOARD MEMBER: Thank you. And 01:38p
10 thank you guys for putting this together.01:38p

11 I want to go a few steps back 01:38p
12 to what brought us here in the beginning of 01:38p
13 this conversation. I would be remiss not to 01:38p
14 be honest and offer short remarks for my 01:38p
15 colleagues to think about, and then I have 01:38p
16 some questions. 01:38p

17 You know, as a board it's 01:38p
18 really ashamed to kind of be here and see 01:38p
19 that we failed to imagine what's beyond 01:38p
20 what's familiar or comfortable, and we 01:38p
21 didn't empower superintendent to lead with 01:38p
22 what he knew was best for the division and 01:38p
23 what the staff who have been working on this 01:38p
24 for years know what's best. 01:38p

1 I mean, we all know doing
2 what's right was never easy, it was never
3 celebrated especially when it was happening.
4 But frankly, I mean maintaining clarity in
5 the face of the unexpected disruption was
6 simply what it meant for us to be leaders.

7 In any case, I want come to
8 back to the central point that's been lost
9 in a lot of this which is ultimately what's
10 good for kids, which is really the reason
11 why we are here.

12 So in trying to salvage this
13 I'd appreciate answers or responses to the
14 feasibility of some of the following...

15 The first being, you know, I
16 saw the regions approach. I mentioned
17 before and I'll mention again that a school
18 by school approach would allow us to have
19 more diversity, more proper outreach. And
20 it's not really having diversity to
21 Mr. Smith's point about the region
22 selection, but doing it right and think
23 about, you know, what is going to
24 effectively reach every child and make sure

1 there's representation that's a key point.
2 And I would add that it should be
3 proportional to the population numbers, not
4 just by middle schools.

5 Second, the opt-in idea for
6 the lottery. Not sure it requires students
7 to go by any means, I know it's not a right
8 fit for a lot of people, but at least so
9 that they are not disadvantaged by lack of
10 awareness or whatever barriers may exist for
11 signing up.

12 Third, I'd love to hear an
13 evaluation of the anticipated consequences
14 of centering the process around an essay.

15 And finally, I'd appreciate
16 some clarity on the timeline. I know
17 there's been some conversation about votes
18 we might be having to take and what the
19 decision process is going to look like in
20 terms of what we are hearing from staff.

21 And, of course, you know,
22 related to that is the conversation around
23 AEP. How we are going to equipped students
24 to be in a place to have the writing

1 abilities and preparedness that we know
2 inevitably will be the case for many other
3 kids. And then, you know, thinking around
4 young scholars and the various dimensions
5 that were discussed before as to the long
6 terms pieces of this. But that will be all
7 for me right now. I'll hear responses and
8 see if I have time left.

9 MR. BRABRAND: Thanks, Abrar.

10 Let me try to answer a couple
11 and let Mr. Smith or Mr. Shughart respond as
12 well.

13 One, on the timeline, I do
14 have to submit a letter to the secretary of
15 education by October 12th around our plan.
16 Now, it is true, though, I can share what we
17 are already agreeing on. If there's an
18 agreement, for example, that we are not
19 going to do the Quant Q test this year, that
20 we're not going to have an application fee,
21 and say that we are developing or finishing
22 the lottery, the hybrid lottery or something
23 else, and that that will be done by X
24 timeline.

1 So we have an initial response
2 on the 12th of what our plans are, but our
3 plans could be a multi-step process. And as
4 Marty said, we have a few more months if we
5 needed to work on developing a particular
6 piece of something here.

7 The test -- the decision on
8 the test really is sensitive to really this
9 week whether we are going to administer that
10 test or not because that testing normally
11 happens in October and November.

12 The opt-in, this is a
13 reflective conversation that we've had with
14 staff about whether opt-in versus opt-out.
15 And many of our staff and, you know, I'll
16 let others share, thought that still asking
17 kids to apply was part of wanting to be sure
18 the original intent of TJ was there, that
19 you had a passion and interest, not that
20 just that you had a high GPA. That some kid
21 do great at Math and Science, but really
22 love the arts, really love literature. And
23 that's just not something that they want to
24 be involved in, but it's certainly something

1 we can continue to have a conversation
2 about.

3 The essay and problem solving,
4 I'm going to defer that one to Jeremy. And
5 school by school Jeremy or Marty as they are
6 better subject matter experts on that than
7 I.

8 MR. SMITH: Well, I can say
9 with the essay, we've had an essay as part
10 of the process for many year in form of an
11 essay or a student information sheet. And
12 we've seen no consequences to date with that
13 essay. We know that the problem solving
14 essay is really focused on the student
15 student's ability to solve problems and less
16 focused on how the student -- how well the
17 student writes a particular essay, but
18 really focuses on their thought processes
19 and getting -- and how they got to the
20 answer.

21 We know that these portions of
22 the process are provided within a timed
23 frame or time format. We know that all
24 students, all eighth grade students are sort

1 of equally stressed by this portion of the
2 process. And so our readers do look at that
3 essay through a particular lens and are
4 really looking for how students come up with
5 the answers and not necessarily how well
6 they write their responses.

7 MR. SHUGHART: And just to
8 kind of add-on to what Mr. Smith is talking
9 about there in terms of the problem solving
10 essay. Ultimately what we are looking at is
11 with an understanding that students are
12 coming at this from potentially 200
13 different schools with different experiences
14 within those schools from academic
15 standpoint. And so that's where we fall
16 back to some of our academic minimums, which
17 we had discussed earlier in this, which was
18 students being enrolled in Algebra 1 or
19 advanced Math.

20 But on the Science side of it,
21 from a public school perspective, all
22 students are taking eighth grade Science and
23 there's some consistences there in terms of
24 the Science. There's also some consistences

1 with multi-step Math problems as well.

2 And so the intent here is to
3 actually drive at a students problem solving
4 ability. Were they employing things that
5 they had already been known, was there
6 techniques or factors that allowed them to
7 arrive at their answer. And ultimately
8 because it's in an essay format, we allow
9 them the opportunity to not only answer the
10 question, but we allow them the opportunity
11 to describe how they arrived at that answer.

12 So that that way we are not
13 just giving them credit for a correct answer
14 or incorrect answer, we're giving them
15 credit for their thought processes. So we
16 are not overly penalizing a student that may
17 have gotten it wrong if all the work they
18 had put was actually the right way. And as
19 Mr. Smith mentioned this was in a timed
20 environment. So we know that there's a
21 limited amount of time. There's time to
22 work out the problem, there's also time for
23 them to answer those questions along with
24 some other questions within that timed

1 event. And so there is a balanced approach
2 in which students go through it.

3 In terms of thinking about
4 this, this was -- the problem solving essay
5 was something that may have been remembered
6 from the previous presentation. This was
7 something that was put in place a handful of
8 years ago. Prior to that it was looking at
9 that writing style, it was looking at much
10 more of a persuasive essay, whereas this
11 more looking at a technical essay in terms
12 of answering that problem and writing the
13 responses.

14 And I think ultimately that's
15 a change or that's an idea about what it is.
16 And the students should be prepared to be
17 able to answer those type of questions
18 because they are being exposed to that type
19 of information in the classroom. And
20 ultimately that's the types of things that
21 we are looking to have for students that are
22 aligned with some of those minimums to be
23 successful at TJ.

24 BOARD MEMBER: Yeah. No, I

1 appreciate that. I mean, I think, you know,
2 there's definitely going to be inevitable
3 preparation where kids are certainly -- you
4 know, if they are doing practices over long
5 periods of time through expensive programs
6 and our commitment is in that no preparation
7 is needed to have a competitive edge. I
8 think that's going to be an area worth some
9 reflection for us.

10 And finally in the outreach
11 piece the point that -- well, there's no
12 time, but thank you.

13 MADAM CHAIR: Thank you very
14 much.

15 Just a quick clarification for
16 my colleagues, the purpose of this work
17 session is for us to do exactly what has
18 been taking place. To ask question of the
19 plan, to provide feedback to the
20 superintendent and his team. And if there
21 were to be some discussions that we can
22 provide concurrence around that we should be
23 able to do that here as well because that
24 will help us for the final presentation next

1 Thursday. So those are the goals for this
2 session. Primarily to provide feedback and
3 maybe consensus regarding certain issues
4 which I have been listing as they have been
5 shared by some of our colleagues for us to
6 perhaps do that towards the end of this
7 conversation.

8 Our next speaker is Ms. Meren.
9 Please go ahead.

10 BOARD MEMBER: Thank you.
11 Good evening.

12 So I'd like to say first I am
13 not convinced about the outreach plan. It's
14 essentially a marketing plan to reach new
15 audiences for students and families. As
16 Ms. Keys-Gamarra mentioned, the social media
17 platform extensions aren't the ones that
18 students tend to frequent.

19 Furthermore, the description
20 of the video tour and open house by
21 Mr. Shughart didn't talk about the one thing
22 that is the reason that the entry test is a
23 barrier and that's money. No mention was
24 made of any additional cost it might take

1 for parents to enroll their children in TJ
2 or sustain them. There's a mention of
3 extra-curricular activities that
4 Mr. Shughart said to help students succeed,
5 there's no mention of cost, including
6 transportation cost.

7 You know, the staffers here
8 today are the COO and the program director
9 of TJ. And while they've done a nice job,
10 I'd like to know if the staff from these
11 following offices have actively helped
12 developed this plan before us today. So the
13 office of special education instruction, the
14 office of professional learning and family
15 engagement, specifically the equity and
16 family engagement office, the office of ESOL
17 services within the instructional services
18 department.

19 Because I'd like to know the
20 involvement of these offices, but I point it
21 out to say that I don't see evidence of
22 outreach practice that are specific to
23 engaging the communities of coloring and
24 economic hardship in this plan. And this

1 overshadows my analysis of the divisions
2 ability to get the desired outcomes.

3 Second, you know, I must say
4 that to me we are having this conversation a
5 vacuum. To talk about the admissions
6 process only as it happens in the year of
7 application and not the entire pipeline of
8 change that's needed, to have access to
9 various academic, you know, advanced
10 academic opportunities that would qualify
11 students for TJ and help them be prepared is
12 really frustrating.

13 This plan is missing the
14 larger picture, you know, even to have an
15 estimated timeline on things we want to see.
16 Having the courses offered more consistently
17 across middle schools and such to how to
18 systematically create the equity among our
19 student body.

20 And finally, I'll say to my
21 colleagues, you know, I really struggle with
22 decision to remove the test in the fall. I
23 think it's the right thing to do, I also do
24 feel badly for students who have invested

1 the time in a time when everything is really
2 tough for them. But I do think that it's
3 hard to make change like this and if we can
4 even crawl a bit further, I think that it's
5 worth doing. But I did just want to share
6 that tension I'm having in my brain.

7 So thank you. I'd like to
8 know the question about the other staff
9 offices involved please. Thank you.

10 MADAM CHAIR: Mr. Smith?

11 MR. SMITH: So I can share
12 and, you know, people have said I have a
13 unique job in Fairfax County of COO and
14 people of Clinton, why is the COO bringing a
15 discussion about TJ admissions. So
16 previously before I was the COO I was the
17 chief of staff for the school system and
18 under a previous organization, TJ admissions
19 reported to me and our absent of chief
20 equity officer, the office came under me for
21 safekeeping, I guess you can say. So Jeremy
22 normally resides with the chief equity
23 officers. And it's part of the umbrella of
24 support that the equity office provides.

1 And was clearly involved with the equity
2 office as previous plans were brought
3 forward.

4 We've had questions about how
5 equity will play a part in turning for
6 teachers, how equity will play a part in
7 developing other aspects of the process.
8 And the equity office will clearly be part
9 of that process as we move forward.

10 We know that we have
11 connections and worked very closely with
12 instructional services department. As part
13 of this particular iteration, I did not work
14 with our ESOL office, but I know that
15 Mr. Shughart has had strong relationships
16 with both our ESOL office and our department
17 of special services over time to ensure that
18 we are reaching the right students.

19 I can let Mr. Shughart talk a
20 little bit more about that part of the
21 process.

22 MR. SHUGHART: Sorry, I don't
23 think my mic was working there.

24 So, yeah, over the past -- in

1 terms of -- so we'll just talk about equity.
2 There's been discussions as the equity
3 office was established and created in
4 thinking about outreach. So we've worked on
5 with a variety of different folks within the
6 office both from a specialist level as well
7 as from the leadership level in terms of
8 discussing other options within
9 communications and outreach.

10 Some of this is also talking
11 about parent engagement. Parent engagement
12 in a model in which they typically receive
13 that information. You're absolutely right
14 in terms of where students receive their
15 information in terms of social media. I
16 don't believe that too many of our students
17 are Facebook fans. They're not really out
18 on Facebook like probably most of the people
19 that are on this session tonight. So it's
20 about meeting them where they are at, it's
21 about working with them. It would be
22 about --

23 BOARD MEMBER: Well, excuse
24 me, Mr. Shughart, but that's what you just

1 proposed. I mean, you said Facebook and
2 Twitter. I mean, I'm looking at the staff
3 attendees here tonight, I don't think I see
4 anyone here from professional learning and
5 family engagement office unless I'm
6 mistaken. It's just not instilling
7 confidence. You know, talking about having
8 good relationships is not the same as saying
9 here's the plan, here's whose been involved
10 and here's how we are working together.

11 So I would like to see much
12 more specificity that shows that the
13 research and work has been done to find out
14 the best ways to connect with historically
15 disconnected communities. If that's for the
16 next presentation, then that's fine, but I
17 really don't want to, you know, hear things
18 that are not answering my question honestly.

19 MR. SMITH: We can certainly
20 provide that and we will be working with
21 those offices to make sure we are reaching
22 those particular students. And so there is
23 a proposal and there is a plan. So right
24 now we are bringing the proposal to the

1 board to consider and we can certainly bring
2 some things that get a bit more at the plan
3 and we could implement that.

4 I do want Dr. Bonitatibus to
5 possibly weigh in on some of the things --
6 the questions you asked around students and
7 different types of clubs that are offered at
8 TJ and perhaps if there are additional costs
9 involved and those particular
10 considerations, and how she currently
11 mitigate those with students who are at
12 school who might be free and reduced meal or
13 may not be able to take advantage of some of
14 those opportunities.

15 DR. BONITATIBUS: Sure. Thank
16 you.

17 So I think that we have done
18 some subtle things over the past couple of
19 years so that way -- particularly for our
20 students that qualify for the free and
21 reduced meals we're able enable to ensure
22 that they have meals at school. I will
23 share with you when I first arrived at the
24 school breakfast was not served and it was

1 just a thought or feeling that it was just
2 something that didn't need to be done.

3 And I felt that we had 30
4 students who qualified and it was important
5 to me that even if one student got the
6 breakfast that they needed, they got it.
7 And when our students weren't going to the
8 cafeteria in the morning to get it, I made
9 sure we put a grab-and-go cart right in our
10 Noble L commons right in the front so that
11 way any student could go up and get lunch
12 and there's anonymity for the students who
13 need the free meals and I'm ensured that
14 those students are getting meals when they
15 needed them.

16 So some of the things are
17 subtle, some of the things are more overt.
18 We have engaged students most recently on
19 challenge success teams with our school on
20 the mental wellness coalition with our
21 students. It's actually chaired by our
22 students and this year we had a huge
23 infusion of more students. We just had our
24 first meeting I think it was last week and

1 the chairs of the committees are so pleased.

2 We also have students who are
3 now part of our equity team and we are
4 really pleased about that. And through our
5 clubs and activities as recently as last
6 week, I've now had a group of students, a
7 group of sophomores who have come forward
8 and they are forming a club that is specific
9 to how we can continue to create a welcoming
10 environment at TJ as we go through a changed
11 admissions process.

12 BOARD MEMBER: Well, they are
13 all great, but again, that's not about the
14 application process. So that's great, but
15 I'm still not hearing what are we doing to
16 reach marginalized disconnected students.

17 DR. BONITATIBUS: Okay.

18 Well, I was speaking on what
19 was going on in the school so I'll bump it
20 back to the others that are talking about
21 the admissions efforts.

22 DR. BRABRAND: Ms. Meren, I
23 mean, bottom line is it's a very fair
24 question. We can bring more about it and we

1 will in our next step. I will tell you
2 return to school and all the work we've done
3 around the Internet access and connecting
4 families virtually in the last couple months
5 that can really help us with the TJ
6 outreach, and we'll bring you additional
7 material around that and our plan for it.
8 As Mr. Smith said, we brought a proposal
9 around TJ, but we need to build out the
10 specifics of the outreach and we will do
11 that for you.

12 BOARD MEMBER: I look forward
13 to that. Thank you.

14 MADAM CHAIR: Okay. Our next
15 speaker will be Ms. Cohen.

16 BOARD MEMBER: Thank you,
17 Ms. Pekarsky.

18 You know, I'm grateful to go
19 after Ms. Meren because I feel that that's
20 what we continue to say is we have to have a
21 plan in order to support a proposal.

22 You know, my frustration is
23 we've continued to articulate that this is a
24 system of a much larger problem, that we

1 have to be super careful that this is not a
2 Band-Aid, that this is part and parcel of a
3 systemic change about offering advanced
4 opportunities starting in third grade Math
5 in our elementary schools.

6 And so, you know, for me what
7 my continued advocacy has been, I cannot
8 support one without the other. So we need
9 to figure out a way when we are getting to
10 these conversations for Thursday night,
11 again, that this is holistic and that whole
12 system approach of how we are changing this.
13 Because to speak to Ms. Meren's point, I
14 think we all have admitted we have a major
15 application process -- that we have a major
16 problem with our application process.

17 It's not just an admittance
18 problem that is certainly a problem, but the
19 application problem is huge. And so I think
20 we cannot look at this as all these separate
21 things, I think this is how we whined up
22 sideways in a place where we keep looking at
23 TJ and make six changes in nine years that
24 don't net results.

1 You know, I will say that, you
2 know, some additional issues I have it is
3 frustrating to me to sit in a district with
4 a school at 132 percent capacity and one
5 that's at 119, and TJ sits at 84 percent.
6 So when we talk about equity generally I
7 feel like there's ways where again we have a
8 rising tied, where we have conversations
9 where admitting more kids into TJ is
10 something that expands opportunities for
11 more kids, it also becomes an opportunity to
12 lessen the burden on some of our overcrowded
13 schools.

14 Eighty-four percent is just --
15 I cannot -- I can't rationalize that to
16 Springfield District constituents who cannot
17 get back in some of their schools at full
18 capacity right now because of situations
19 that we have created.

20 I would love an answer about
21 how we reduce the number of slots for other
22 jurisdictions. You know, I know that there
23 are places who have already reached out to
24 board members to ask why are we sort of

1 summarily in a regional school deciding that
2 we are going to reduce their admissions.

3 And then another piece for me
4 is the surveying on barriers to apply. We
5 don't collect any data on why people turn
6 down (inaudible) and we haven't done good
7 data on why they don't apply in the first
8 place. So we have to be able to ask the
9 question to answer it.

10 MADAM CHAIR: Dr. Brabrand?

11 MR. BRABRAND: Yeah, let me
12 take a couple and then see if Marty and
13 Jeremy want to jump in.

14 I completely agree with the
15 systems approach. Later this month we are
16 bringing you a multi-year plan around
17 advanced academics based on the
18 recommendation of the AAP consultant.
19 Dr. Fasidio just shared a draft with me
20 frankly this week and I think it's on the
21 School Board agenda this month. I mean, we
22 can double check, but I believe it's coming
23 the same month. As you know the state
24 deadline has got TJ in a sense before the

1 AAP study. And in a perfect world which we
2 are not in right now, we could have done the
3 AAP study recommendations early October and
4 done this later in the month. But we do
5 have that and we do have a multi-year
6 approach on the pipeline.

7 The TJ capacity is fair
8 feedback. And as I said, I will review that
9 with the team and respond to it. I totally
10 get it and it will respond to it as a
11 followup. And about surveying the kids that
12 don't apply or don't turn down, I'm going to
13 ask Jeremy or Marty about that over the
14 years. I certainly agree that's data that
15 could be very helpful to us. And let me get
16 their feedback for context on that question.

17 Jeremy or Marty?

18 MR. SHUGHART: Sure. So we
19 certainly don't survey students that are not
20 applying. We don't -- so some of this has
21 been over recent times over students who
22 have not accepted their offers. So that has
23 changed over the past handful of years to
24 say, you know, perhaps maybe as many as --

1 up to as many as 10 years so it's more of a
2 recent trend.

3 Some of this we've seen
4 there's some anecdotal information, but I
5 think that that is a possibility where if a
6 student declines their offer we have a way
7 for them to provide feedback of why they are
8 declining an offer. That's something that
9 could be built into their response of
10 accepting or declining in terms of an offer.
11 So that's something that we could look to
12 implement so that that way we have the
13 feedback of their not going to TJ because
14 they are going to another school or distance
15 or whatever the case may be. There's a lot
16 of other options and opportunities that may
17 be out there that they are saying this is
18 the reason why.

19 So we have not done that other
20 than from an anecdotal standpoint in terms
21 of why students have or have not decided to
22 accept the numbers.

23 One point in terms of your
24 question about capacity. One of the things

1 that I want to point out and I want to note
2 in terms of capacity is the change to the
3 500 and the rolling admissions. So the
4 change to the 500 and the rolling admissions
5 does address the capacity issues at least to
6 some degree.

7 So what we currently have
8 within our the policy -- well, not the
9 policy, within the regulation sets a target
10 of 480 student. So through our current
11 process we offer admissions to approximately
12 480 students. That number happens to be
13 between 480 and 500 students. And then we
14 come back with a second round and also a
15 wait pool where we offer additional students
16 again.

17 The distinction here is that
18 wait pool is offered in July after
19 everything else has been completed. And
20 it's a one-time offer where we offer the
21 number of students to again bring them back
22 up over that 480 mark or at least up to that
23 480 mark. But what we do know is that some
24 students even within that process will still

1 decline the offer. So that's where we are
2 left with students that are fewer than the
3 initial or the anticipated number of
4 students that have accepted.

5 Additionally we also have some
6 students that accept the offer and
7 ultimately don't complete their
8 registration. So part of this admissions
9 approach that we are suggesting with kind of
10 the rolling -- what we are calling the
11 rolling admissions is having a pool of
12 students that are available to them continue
13 to offer clear up to the beginning of the
14 school. So that would move the enrollment
15 numbers for an individual class up to 500.
16 So instead of having an enrollment class
17 that may be at 470 or even potentially
18 lower, that it will actually be maintaining
19 that number at a much higher rate which
20 would address some of the issues you had
21 talked about in terms of the maximum number
22 of students.

23 MR. SMITH: And then, Jeremy,
24 if can you talk about the ascending during

1 jurisdictions.

2 MR. SHUGHART: Oh, yes. So
3 when we look at the actual number of
4 students at TJ historically what we are
5 seeing is that the historic number of
6 students at TJ in terms of where they are
7 coming from between Fairfax and the other
8 counties is we are at about 75 percent of
9 the students coming from Fairfax County that
10 are currently in attendance at TJ.

11 And what the current process
12 or what the process was in place under the
13 standard procedures is a cap process that
14 based on student enrollment in eighth grade.
15 And so there is caps that are put in place
16 for all of our jurisdictions.

17 And very few of those
18 jurisdictions meet their caps. That's not
19 necessarily the case with all of them, Falls
20 Church City as an example, but the remaining
21 school systems don't reach their caps. And
22 it's not because they don't have qualified
23 students, it has to do with the number of
24 students that are applying from certain

1 jurisdictions over time. And so what ends
2 up happening is those caps are established
3 based upon a ratio of student enrollment,
4 and then we go through the process. And
5 there is -- the caps don't come into play
6 unless a particular division meets or
7 exceeds that particular cap. For most of
8 our participating jurisdiction that doesn't
9 take place. In fact, we are offering a
10 number of students below their cap. And
11 then you also have the number of students
12 that are accepting that. So that's a number
13 that's further reduced down from the offers
14 of admissions.

15 So for example, if a cap --
16 and I'm going to use really big round
17 numbers, if a cap is 50 for a particular
18 jurisdiction and we offer through the
19 current process 35, but only 25 of those
20 students accepted, you know, they're not --
21 you know, that particular school division
22 isn't using their cap.

23 So in using all this
24 information and what we are saving and

1 trying to stay consistent with what students
2 were -- at a maximum what students were
3 accepting as a process point to TJ and
4 staying consistent with what we've seen over
5 time is where we fell over on the 70/30
6 percent split. So we provided a process for
7 70 percent of the students to come through
8 Fairfax County and 30 percent of the
9 students to come from our participating
10 jurisdictions.

11 So when we look at the
12 participating jurisdictions approach, the 70
13 percent is then calculated out on a ratio
14 basis looking at just the student enrollment
15 in those participating jurisdictions. So it
16 functions very similar to the cap approach.
17 The piece that we're adding in or that we've
18 ensured within this process is that whatever
19 that cap is we're allowing any eligible
20 student to be a part of that process, and
21 then to be able to back fill for those
22 students that are saying no.

23 So for many of our school
24 divisions this cap may actually fall very

1 much in line with the accepted student rate
2 from our spring admissions cycle and spring
3 admissions process that we've had. So
4 that's a part of the inside Fairfax County
5 and the non-FCPS school divisions.

6 When you look at that from the
7 regional approach and I know there's been a
8 number of questions between a regional
9 approach, a division level approach,
10 although, that hasn't been talked about this
11 evening and from a school level approach to
12 present the proportionality that we've
13 provided here at a regional level approach,
14 again, it's also kind of a cap related issue
15 looking at the enrollment of the students as
16 well.

17 And so that's where the
18 jurisdictions and how that ultimately came
19 -- or the split between the 70 percent and
20 the 30 percent, and then ultimately when we
21 use the historic numbers for those. That
22 number would be recalculated on an annual
23 basis based upon student enrollment in each
24 of these school divisions. And so the cap

1 is not a static number where it would be
2 this number in perpetuity, it would be
3 recalculated just as it is recalculated for
4 admissions process -- in the current
5 process, I'm sorry.

6 MADAM CHAIR: Ms. Cohen, do
7 you have anymore questions?

8 BOARD MEMBER: I do, but my
9 buzzer rang.

10 MADAM CHAIR: Thank you.
11 Ms. McLaughlin?

12 BOARD MEMBER: I'm looking
13 down at my notes so I apologize when people
14 wonder what I'm doing here.

15 First of all, I do want to
16 make clear to the public that I absolutely
17 agree and believe as one of the veteran
18 board members that FCPS as a school system
19 has failed to ensure the diversity at TJ.
20 That the school board since I've belonged in
21 January of 2012, made very clear of our
22 expectations.

23 There's not enough time for me
24 to go cite the school board policy that I

1 participated on governance where it was
2 adopted and revised on September 13th, 2013,
3 when we talked about what the purpose of TJ
4 was, the operation of the school, and I will
5 be sending notes to my colleagues about it.
6 But the key point that it says is that the
7 purpose is to establish a STEM high school
8 where students have exceptional quantitative
9 skills and an interest in STEM and a desire
10 to pursue higher level academic achievement
11 in Science and STEM.

12 Under the FCPS regulation it
13 specifically says that the school system is
14 supposed to identify through its admission
15 processes exceptional quantitative skill,
16 interest in aptitude, but also that the
17 school board expects that FCPS will be
18 working on ensuring diversity of its
19 students.

20 As a former admissions office
21 with ten years experience in this field, I
22 know for certain that we absolutely should
23 have been able to achieve this for more than
24 20 years. I would say first and foremost

1 that FCPS superintendents from Jack Dale to
2 Karen Garza to Scott Brabrand have told this
3 board to stay in its lane, be board members
4 about governance and let them handle
5 operations. And sadly what's happened is we
6 have operations that have not fulfilled the
7 policy of this school board, it has not
8 fulfilled the promises of the regulation.

9 I do think that the test is
10 highly problematic, I do think we need to
11 make changes this year. I look forward to
12 Ms. Pekarsky and Ms. Karen Corbett-Sanders
13 presenting alternative approach. I want to
14 thank Laura Jane Cohen and others who are
15 talking about the fact that we know holistic
16 admissions work successfully for diversity
17 and high achievement at our nations very
18 best public and private universities for
19 decades and decades, and I've seen it done
20 up front.

21 And Dr. Brabrand, I will for
22 one be one board member who is going to
23 press you on the metrics. Your answers to
24 our colleagues earlier absolutely do not

1 speak to how each year a lottery which is by
2 nature a random selection process is going
3 to yield the diversity we know and want to
4 see.

5 I encourage you again to go
6 talk to the universities who successfully
7 have demographically diverse (inaudible)
8 The public has every right from all sides to
9 be concerned about what you've outlined here
10 and I support what my colleagues are putting
11 forward instead.

12 MADAM CHAIR: Thank you,
13 Ms. McLaughlin.

14 Mr. Brabrand, would you like
15 to respond and also comment about the
16 proposal that Ms. McLaughlin has identified
17 as the points that were brought up by
18 Ms. Corbett-Sanders earlier?

19 MR. BRABRAND: Yeah. Well,
20 first of all, I would say multiple boards
21 have worked with multiple superintendents on
22 this and I fully acknowledge that we're not
23 where we need to be. Should I have brought
24 it up earlier? I guess that's a question

1 for me and the previous board.

2 There are a lot of equity
3 issues that we are bringing to the front and
4 partly I've changed my leadership as a
5 result of the world around us to recognize
6 that equity needs to be at the center of our
7 work in the school system and do things that
8 I have not paid attention to that I am
9 paying attention to now, and TJ is one of
10 them. We've let it go for decades and it's
11 time to do it and do it well.

12 As far as the -- the metrics
13 to the lottery depend on changing the
14 composition of the applicant pool. So
15 Ms. McLaughlin, I agree with that. Again,
16 short term we know there's talent in the
17 pool that's not getting in the actual
18 admitting class. So we believe a thorough
19 outreach can continue to grow the pie of
20 people through diverse backgrounds who want
21 to come to TJ who qualify for merit and
22 that's how we would grow it.

23 Again, I appreciate what
24 you've shared about Ms. Corbett-Sander's

1 ideas and we'll certainly listen to what the
2 board has to say. That's what tonight is
3 all about is hearing board feedback. But
4 we, I think, are all in agreement that what
5 we've been doing hasn't seen the goals that
6 you noted are in policy and regulation, and
7 it's time to do something about it.

8 Thanks.

9 MADAM CHAIR: Thank you,
10 Dr. Brabrand. We'll come back to the plan a
11 little bit later that Ms. Corbett-Sanders
12 layed out.

13 Ms. Tholen?

14 BOARD MEMBER: Yes, thank you.

15 I'm happy to follow through
16 with my other colleagues. I would first
17 like to express that I fully realize that
18 our discussion tonight is one piece in the
19 whole strategic view around Science and Math
20 education in the district. And as Science
21 educator I absolutely look forward to our
22 upcoming discussion and a broad strategic
23 view on how we can make some improvements.

24 I come to this discussion

1 maybe with a bit of a different view. I
2 have a son that graduated from TJ several
3 years ago. And, you know, I look at his
4 experience at TJ and would he have had a
5 better experience if there would have been a
6 more diverse student body? Yes, probably.
7 And so I fully support increasing the
8 diversity of the school. But he was also a
9 kid that did physics problems to relax. So
10 I understand, you know, the kind of student
11 that we have at TJ and the intense passion
12 for Science and Math.

13 And so one question that I
14 have is if we're not going to do the usual
15 entrance exam, is the problem solving essay
16 enough to measure Math and Science diversity
17 potential? One question that I have is if
18 I'm understanding it's an essay question
19 it's either going to be on Science or it's
20 going to be on Math. Do we need perhaps to
21 broaden that a little bit if we -- if that's
22 part, you know, part of how we are looking
23 for Science and Math proficiency and
24 potential. So that's one question.

1 One other question that I have
2 is I haven't really gotten numbers on how
3 many eighth graders do we have in Fairfax
4 County that have a 3.5 GPA and are taking
5 Algebra 1. Like, how many kids are we
6 talking about that will be eligible in this
7 pool? So, you know, I'd like to know that,
8 I'd also like to that information by region,
9 how many kids by region have that
10 qualification.

11 I fully support (inaudible)
12 how many kids we are putting into this
13 class. At 480 was in our previous
14 regulations, perhaps that regulation was for
15 pre renovation for TJ. And I don't know
16 what the program capacity was pre
17 renovation, but post renovation is 2,185.

18 One of my other big concerns
19 is Michael R. Jane, I'm coming from a region
20 that has overcrowded schools. So I really
21 need us to take a really close look at what
22 are the ramifications to our base schools
23 for changing the TJ admissions process.
24 (inaudible) and programmatic standpoint as

1 well. What courses would we be offering
2 those kids as they are moving into our base
3 schools.

4 MADAM CHAIR: Thank you,
5 Ms. Tholen.

6 Dr. Brabrand?

7 MR. BRABRAND: Sure. First of
8 all, thanks for sharing your experience with
9 your son and I think we've got to come to
10 this issue with multiple perspectives.

11 Jeremy, do we know what the
12 3.5 Algebra 1 for the entire system or is
13 that some data we can get and provide the
14 board?

15 MR. SHUGHART: It's actually
16 not because we don't calculate GPA at the
17 middle school level. This was a question
18 that was asked in the previous followup and
19 we put that in some information. So let me
20 give you because there's a lot of questions
21 around this, what we can provide or what we
22 provided with some information is around the
23 number of students who are in an Algebra 1
24 or advanced, more advanced Math classes in

1 Fairfax County.

2 What we do on an admissions
3 standpoint is we actually work with the
4 school systems and if we're talking about
5 non-FCPS -- I'm sorry I didn't turn on my
6 camera. If we are talking about non-FCPS,
7 they actually submit letter grades to us and
8 then we actually go through and do a
9 calculation for those individual grades.
10 We're also talking about a core. So we
11 don't use every class that the students are
12 enrolled in which is what would frequently
13 be something that would be created from an
14 overall GPA. A lot of people think of an
15 overall GPA, they think about that from a
16 high school prospective. They think about
17 the non-waited and the waited which we
18 discussed earlier and it includes all of the
19 different classes that the students take.

20 So there's also questions that
21 we fielded around, you know, which classes
22 or how many years and so on and so forth.
23 But what we look at from a GPA standpoint is
24 the end of the year seventh grade in the

1 core academic area of Math, Science, English
2 and History and then the first quarter of
3 eighth grade.

4 And any student that's taking
5 a world language credit or class for high
6 school credit. So the GPA calculation from
7 a systems standpoint would be much more
8 difficult to create. It's not something
9 that we have -- we have available for our
10 applicant pool, but it's not something that
11 we actually have from a systems standpoint
12 because we don't create GPAs for our middle
13 school students.

14 DR. BRABRAND: The other
15 question, Ms. Tholen, was about adding spots
16 and we can certainly look at that. And then
17 what to do about kids back at the base
18 school if they don't get in TJ. Was that a
19 next step question you had asked before,
20 Ms. Tholen?

21 BOARD MEMBER: You know, I had
22 mentioned it in our previous work session,
23 but I will definitely be following up on
24 that. That's a big issue for (inaudible.)

1 My other question was about the testing for
2 Math proficiency and potential, Math and
3 Science.

4 MR. BRABRAND: You're question
5 whether the problem solving essay is going
6 to going get at what we need to get at?
7 Right? Whether it's going to pull out the
8 kids we can find with the talent merit to
9 attend TJ, right? Was that your question?

10 BOARD MEMBER: If we are not
11 doing a regular admissions test, why are we
12 thinking this problem solving essay will be
13 enough?

14 MR. BRABRAND: Okay.
15 Jeremy or Marty?

16 MR. SHUGHART: Sure. So while
17 that's one component of that holistic
18 review, we've also looked at the GPA, we've
19 looked at Math classes, we looked at the
20 student worksheet as well. So there's a
21 number of different areas here that we are
22 considering in pulling together in terms of
23 an evaluation of the students overall
24 application. So we are looking at multiple

1 elements.

2 So the problem solving essay
3 is driving at a student's ability to be able
4 to solve a unique problem that they have not
5 been presented with before. Each year we
6 create and use new questions that have not
7 been used before within the process. And
8 so -- but that's one piece within that whole
9 puzzle.

10 What we are also talking about
11 is finding a way to identify students that
12 are going to be able to be successful at TJ.
13 Previously what we were using that for was
14 that was a way of identifying the strongest
15 applications that we were seeing. And so
16 it's a slightly different review of
17 applications is looking at how these
18 students would match up with the rigger of
19 TJ.

20 But I think that
21 Dr. Bonitatibus can also speak about the
22 students that are coming into TJ, how well
23 prepared and kind of that sequential
24 approach of students coming in, where they

1 are coming in from because there's questions
2 about Algebra and those students as well.
3 But we do believe that this would give us
4 information and it's one component of the
5 whole picture of all the students with the
6 other elements combined that support it. So
7 it's not just is the student exceptionally
8 well.

9 Just as an example, sometimes
10 in a current process students do exceedingly
11 well on the current test and still don't get
12 into TJ, or students do really well on the
13 essay and don't get, or the exact opposite.
14 We have students that don't perform well on
15 essay, but the other components have allowed
16 them to be accepted into the process.

17 So it's about an understanding
18 that is not just one piece. If it was only
19 one essay, the problem solving essay that we
20 administered, then maybe there should be
21 more than one problem solving essay. But we
22 certainly think that this is a way combined
23 with other element to get to it.

24 MADAM CHAIR: Thank you.

1 Ms. Tholen, I think that wraps
2 up.

3 Next, we have
4 Ms. Sizemore-Heizer.

5 BOARD MEMBER: Thank you.

6 So I want to pick up on
7 something that Ms. Tholen said and
8 Ms. McLaughlin said. I think, first of all,
9 we all recognize that there have been many
10 years of changes trying to be made to make
11 sure that we are getting diverse students at
12 TJ and addressing the issue of diversity at
13 TJ. In my many community meetings it
14 doesn't matter what -- well, view point
15 someone is saying, everybody agrees that we
16 have a diversity issue at TJ and we are
17 missing diverse students of color who have
18 aptitude, passion and skills for STEM. So I
19 think we can all agree on that.

20 But I'm glad Ms. McLaughlin
21 brought up what the purpose of TJ was. I
22 think we can't forget what the purpose of TJ
23 is, which is to provide a place for those
24 students who have the skills, aptitude and

1 passion for STEM, advanced education in
2 STEM.

3 So having said that we need to
4 make sure that the process we have in place
5 ensures those are the students who are in
6 our pool, who are applying to TJ, and what
7 I'm hearing from everything is the
8 admissions in the years of fixing it hasn't
9 addressed that issue so to me it is a
10 symptom of a larger problem. And the
11 problem starts, you know, I appreciate
12 Dr. Brabrand saying it was AAP, but I think
13 it's much bigger than that. It starts with
14 outreach, it starts with opportunities for
15 STEM, it starts with AAP and advanced. So
16 I'm having a difficult time seeing how some
17 of these proposals are really going to
18 address the actual problem which I think we
19 all want to fix.

20 I am really concerned earlier
21 during some talking about the lottery versus
22 the lottery in conversations earlier about
23 why are we doing this system and how is it
24 going to reach our super under represented

1 populations. And statements was often
2 people from certain under represented
3 populations may not apply because the test
4 is a barrier and they don't think they can
5 pass it. So now we have a lottery that
6 let's them know, hey, you have a chance.
7 And honestly now it's a random element in
8 here, you have a chance to be at TJ.

9 Every statement is about the
10 test being the barrier, not the lottery
11 being the solution. And I don't understand
12 if the test is the barrier why the lottery
13 is the solution. So we can look at
14 different ways of getting to skills,
15 aptitude and passion whether it's a problem
16 solving essay or whether as Ms. Tholen
17 brought up the situation of do we want to --
18 is it enough to make sure that those
19 students have aptitude, passion and talent?
20 Are we doing enough to build a pipeline to
21 make sure that all students from all schools
22 develop an interest in STEM, those who have
23 the aptitude. But is problem solving is
24 that going to get to make sure the students

1 have the skills, aptitude and passion. And
2 I'm disturbed at the way we are framing the
3 test as the barrier and the lottery as the
4 relationship. I don't understand that
5 relationship. So if someone can speak to
6 that first, I would appreciate it.

7 MADAM CHAIR: Perfect timing.

8 Dr. Brabrand, anyone else?

9 MR. BRABRAND: I mean, as far
10 as we can show what it looks like after the
11 test is administered, what happens to the
12 pool. I think we shared that at the prior.
13 The solution, we brought you a solution with
14 the lottery, the merit lottery. We brought
15 you a solution with the merit lottery and a
16 holistic dimension to identify the 100 kids
17 who scored best.

18 And, you know, I'm not saying
19 there may be other solutions out there.
20 These are solutions that we believe will
21 enhance the diversity that's already in the
22 pool. So I don't know I can respond any
23 differently than that. We have data that
24 shared that the testing does draw down the

1 talent diversity of the pool.

2 BOARD MEMBER: I'm not
3 questioning that data, I'm just questioning
4 the solution that's offered.

5 MR. BRABRAND: Right. Yeah, I
6 mean, lottery, the merit lottery is a
7 solution that increases diversity and the
8 hybrid we propose also we believe will do
9 that. We believe both of those will help
10 enhance diversity for the TJ admitted class.
11 That's the answer.

12 MR. SMITH: And I think to
13 hear a phrase, Dr. Brabrand, I think that
14 based on input we received from the
15 community and questions from board members,
16 to paraphrase it was we were putting our
17 eggs in one basket with the merit lottery.
18 And so by providing an approach that uses
19 two different ways for admissions to TJ, it
20 provides more opportunities for students.
21 And so as we think about putting all of our
22 egg into another single way at TJ may not
23 provide the same level of diversity that we
24 are looking for.

1 And I do have to agree,
2 Ms. Sizemore-Heizer, we are talking about
3 the admissions process and we have shared
4 with the board and I've shared in my years
5 working with Jeremy on this process that
6 this is more than just an admissions issue.
7 This is an issue where we certainly have to
8 look at the ability for our students to take
9 advantage of rigorous courses very early on
10 in their elementary careers so that they
11 have options ahead of them and that TJ is
12 merely one of those options, but that they
13 have options ahead of them to take advantage
14 of rigorous course work wherever they land.
15 Whether that be within a class based
16 program, whether that be in a CTE program,
17 whether that be in a program for students
18 with special needs. Whatever path they
19 choose we need to ensure that they've had a
20 rigorous foundation.

21 So this is merely one aspect
22 that we are focused on now knowing that we
23 have to work on those other pieces
24 concurrently. So I couldn't agree with you

1 more than that. I couldn't agree with you
2 more. Again, with regard to the lottery,
3 there's nothing definite about this process.
4 If I had an answer about how to solve TJ, I
5 would have solved it many years ago. So I
6 don't have the answer. I can't say that,
7 yes, this will definitely provide a certain
8 level of diversity, but I do know it's doing
9 something different than what we are doing
10 now. And I do know that based on our
11 previous modeling the lottery does provide
12 that diversity.

13 I certainly would want to see
14 what happens and know that we have the
15 ability as you have the ability as a board,
16 we have the ability as staff to continue to
17 bring back recommendations until we get it
18 right. But I will be the first to say that
19 I don't have all the answers for TJ, but
20 will certainly stay in long enough within
21 this process to make sure we're doing
22 something that's better than what we are
23 doing today.

24 MADAM CHAIR: Okay. Thank

1 you.

2 We're going to move on. I'll
3 put you on a go back. There's still a few
4 people that need to speak.

5 Mr. Frisch?

6 BOARD MEMBER: Thank you. I
7 want to go back to something we started with
8 Ms. Keys-Gamarra, can we talk about
9 accountability. I guess one way to think
10 about accountability is to go backgrounds
11 and think about how we're currently
12 monitoring equity when it comes to TJ and
13 elsewhere, frankly.

14 How are we systematically
15 monitoring demographics at TJ both those
16 applying, being accepted, being rejected,
17 those accepting and then leaving, et cetera.
18 And how is that information being made
19 available to the public and to the school
20 board?

21 MR. BRABRAND: So, Mr. Smith,
22 can you answer that question?

23 MR. SMITH: So we regularly
24 are collecting data on TJ. Mr. Shughart has

1 reams and reams of data on the diversity of
2 the application process, the diversity of
3 those students and just numbers on the
4 students who are offered and who accept at
5 TJ. And we provide information to the board
6 as part of a regular report to TJ and I
7 believe that Mr. Shughart can talk a little
8 bit more about that. But in terms of data
9 collection, we have lots of data that we've
10 collected about the diversity of our
11 incoming classes and the diversity of those
12 students who apply.

13 As part of our outreach
14 efforts, we regularly talk about those
15 numbers and talk about that level of
16 diversity with our administrators and our
17 buildings and our middle school buildings,
18 with our liaison counselors. We know that
19 the board has been very focused on
20 increasing diversity over time. So that
21 discussion is at the heart of all
22 conversations when we talk about TJ with our
23 stakeholders. I don't know how to answer
24 that any differently other than just the way

1 that I have.

2 Mr. Shughart, is there anymore
3 information to share about how we share that
4 information to the public or our
5 stakeholders?

6 MR. SHUGHART: So in terms of
7 the public we do the news release where we
8 share information about the applicant pool.
9 So it does share information about those
10 that applied and those that were accepted.
11 Certainly there was questions and concerns
12 earlier this year about that release in
13 terms of the information that was provided.
14 So that's done on an annual basis.

15 Additionally beyond that there
16 are additional information and documents and
17 resources that are made available and
18 provided to the school board in terms of
19 numbers of students that are going from a
20 school level perspective and that
21 information is certainly something that we
22 share with you all as well.

23 You know, one of the things
24 that Mr. Smith shared in terms of outreach

1 and some other metrics, some other elements,
2 some of the things that we do within the
3 outreach is actually tracking of those
4 number of students that are participating in
5 a variety of different events and actually
6 monitoring and measuring the students that
7 come from those individual schools and
8 looking into that. So there is a long
9 term-type of process that we've been working
10 on within the admissions office in terms of
11 looking at can we kind of track students
12 from year-to-year. So there's been some
13 piece there that we've actually looked at as
14 well in terms of implementation.

15 So those are certainly
16 metrics we are currently using in terms of
17 providing that information. And certainly I
18 have additional information if that's
19 something that was requested and we need to
20 share and have that with the school board, I
21 can certainly share additional information
22 as well.

23 BOARD MEMBER: I don't doubt
24 that we have that information, I just wonder

1 how we are taking action for accountability.
2 Back to Ms. Keys-Gamarra's point, I don't
3 think the board didn't know there was an
4 equity problem at TJ and other areas. But I
5 think we were all caught a little flatfooted
6 when the numbers about admissions came out
7 this year. Surely there are indications
8 long before acceptances going out that there
9 are other issues going on and other problems
10 going on.

11 So if we are going to have a
12 conversation about accountability and, you
13 know, making sure that we are picking up on
14 things before they become a big problem or
15 before they become a worse problem, I think
16 part of the conversation as Ms. Keys-Gamarra
17 was saying is around accountability and what
18 we are doing to elevate those signs as they
19 happen. You know, not just part of like an
20 annual review or as a standard report that
21 comes out every year. Right. If something
22 is brewing we need to know about it.

23 On the issue of outreach, I
24 will second Ms. Meren's comments about the

1 needs of the full fledged really thoughtful
2 plan here. I'm grateful to see some of the
3 suggestions I know I've made and Ms. Cohen
4 has made and others have made in here about
5 reaching out in ways we haven't necessarily
6 before. But I do think that it is still a
7 bit too passive for outreach, especially
8 when, as Ms. Meren said, we are trying to
9 reach historically difficult people and to
10 engage. So I would like to see some focus
11 put into more active communication. This is
12 something that comes up frequently when we
13 are talking about engaging families and
14 perhaps be part of that broader discussion
15 as well.

16 On the regional versus pyramid
17 question I have a couple questions. How did
18 we end up with only one model of the
19 regional approach? Or did we only come up
20 with one model?

21 MADAM CHAIR: Thank you,
22 Mr. Frisch. And I also see that
23 Dr. Bonitatibus's hand is up so if we can
24 let her kind of jump in and then answer your

1 question, if that's okay. I believe she may
2 have had something to share.

3 DR. BONITATIBUS: Hi, thank
4 you.

5 I'd like to take this
6 opportunity to answer Mr. Frish's question
7 and go back and revisit Ms. Meren's as well.
8 Because I was talking -- since outreach
9 keeps coming up and I just spoke to what we
10 were doing within the walls of TJ and I
11 better understand that while I cannot speak
12 on behalf of FCPS, I just would like to
13 offer some ideas that I have take talked to
14 various groups about and to FCPS leadership
15 about.

16 So first of all, when we're
17 talking about outreach we have to move
18 beyond the notion that TJ is telling and
19 selling something. It's going to be about
20 partnering and we have to, again, meet
21 people where they are. So I'm just going to
22 list a variety of things that I would be
23 interested in exploring that I have done
24 with other communities and found a lot of

1 success.

2 So reaching out and partnering
3 with boys and girls clubs, Girl Scouts
4 Organization, club sports and youth leagues,
5 working with service fraternities and
6 sororities, like the Alphas and the Gammas.
7 Going to barber shops, going to churches,
8 synagogues, temples. Reaching out in
9 communities and local restaurants. Going to
10 the corner to the Mercado (inaudible) and
11 talking to community members there.
12 Partnering with business industries
13 (inaudible.)

14 Being visible at events like
15 the Special Olympics to reach (inaudible)
16 families, going to cultural street fairs.
17 Making sure that every time we go out and we
18 present in the community that the
19 presentation is being done with translations
20 so people are sitting there with audio
21 devices and they are hearing the translation
22 at the same time and any print materials are
23 translated.

24 And the outreach that our

1 clubs do whether it's through our students
2 during tech extravaganza, our twist which is
3 Women and Science in technology. Our
4 computer rehab club that goes out and
5 donates computers to our local middle
6 schools. Our kids do tons of science fairs
7 galore. They're out there and they're
8 tutoring at Weyanoke Elementary bringing the
9 kids in.

10 And so it's important to me
11 that not only are we talking about outreach
12 with these connectivity events, but also
13 what I call in-reach. So it's just not
14 about us going out, it's how much are we
15 pulling the community into TJ.

16 So for instance, when our
17 planetarium was finished right away we
18 started partnering with our partnership fund
19 so that way we can pay for buses to bring
20 elementary and middle school students from
21 the schools that receive Title 1 funding.
22 And they came in to our planetariums and saw
23 themselves as scientist. Our labs, when our
24 labs aren't being used all day long because

1 sometimes they're not in use, why are there
2 not field trips to TJ and students can come
3 into our school and work with some of our
4 own kids. It's about pulling people in, not
5 just doing push out.

6 So I just wanted to make sure
7 went back since (inaudible) and Ms. Meren
8 mentioned it and several others. So thank
9 you for giving me a couple moments to be
10 more specific about some of the things I
11 think can be possible.

12 MADAM CHAIR: Thank you,
13 Dr. Bonitatibus.

14 Mr. Frisch, would you like to
15 restate your last question?

16 BOARD MEMBER: Yes. The
17 question was did we only conduct one model
18 that's what we've been presented with for
19 the regional? And if so, why didn't we
20 conduct other models for other variations or
21 even for the same solution that's been
22 proposed?

23 MR. SMITH: So the original
24 model that we proposed was the straight 70

1 per region and the revised model that we
2 proposed is to look at that proportionally.
3 So those are the two models that we've
4 looked as far as a regional approach. And,
5 again, using that merit lottery --

6 BOARD MEMBER: I don't mean
7 like model as in like here's one model of
8 doing things and here's another model of
9 doing things. I'm talking about the model
10 you came up with to determine what the
11 outcome of the proposal would be.

12 MR. SMITH: Oh, so we did look
13 at a variety of schools and we share that in
14 the next steps of those five schools that
15 currently have a lottery as part of their
16 process and looked at some studies on the
17 lottery process. Overall looking at 34
18 schools that are like TJ that have different
19 processes and those schools that we looked
20 at had a test. So we did focus on those
21 that had lottery processes, but really with
22 regard to the regional approach use feedback
23 that you were getting from union members and
24 school board members about under

1 representation by certain schools in the
2 system.

3 MR. SHUGHART: I'm sorry, this
4 is Jeremy. There was a question that
5 Mr. Frisch asked about kind of bringing this
6 together and waiting until the last moment.
7 I'd like to take this back and remind both
8 the board as well as the public because I
9 don't think anyone was on the board
10 certainly when this occurred.

11 But back in early 2000s there
12 was actually a Blue Ribbon commission that
13 was put together for TJ. And at that point
14 in time they made a large number of
15 recommendations and suggestions about the
16 process and what we can do to improve our
17 process.

18 Coming out of that Blue Ribbon
19 commission I think with the exception of
20 maybe one recommendation, all of those
21 recommendations were implemented over the
22 series of years kind of following the Blue
23 Ribbon commission in 2004. Those took time
24 implement because some of those costs

1 significant money to be a part of what
2 application process was. One of which was
3 the establishment of an outreach specialist
4 for the admissions office and actually to do
5 a lot of the things that are asked about
6 here most recently.

7 And so about a decade ago
8 that outreach specialist was created with
9 the intent and with the idea of starting to
10 reach out to all these groups. And so with
11 different levels of success and not success.
12 And so things have changed in terms of the
13 outreach approach based upon what we have
14 seen at work, and quite frankly, what we
15 have seen that hasn't worked over that time
16 in terms of increases of numbers of students
17 that applied.

18 However, as it was also
19 mentioned in the last presentation, just a
20 handful of years ago our office
21 unfortunately had to take a staff reduction.
22 And that staff reduction was to our outreach
23 specialists. So we're functioning within
24 our office in terms of the outreach being

1 asked with a staff member that's only a part
2 time staff member. And, you know, we've
3 shifted gears based upon that change and
4 that position to try to better effectively
5 meet the needs of as many students as we
6 possibly can.

7 But to suggest that, you know,
8 that there is a level of pieces and a level
9 of information, you know, there is a lot of
10 different ideas and a lot of different
11 activities that have been done. And what
12 we've also identified is that some of this
13 has to happen at another level. So we
14 talked about the pipeline and we talked
15 about providing information and working with
16 schools and working with the individual
17 teachers.

18 You know, the other piece here
19 is it's about excitement for students, it's
20 about a belief system that they have or they
21 don't have. And so it's also, you know,
22 we're focused in on TJ, but the other
23 reality is getting kids excited about STEM
24 is a benefit for all of our schools and

1 everything that's going on. So what we're
2 talking about from the pipeline and from the
3 preparation from TJ only supports everything
4 else.

5 So I'm not suggesting that
6 anything that's not being talked about here
7 from an outreach perspective that these
8 aren't great plans and these aren't things
9 that can be implemented and adjusted. But
10 we also have to realize and recognize that
11 having a staff member that's a part time
12 staff member, there's only so many hours in
13 day that we can accomplish the goals and
14 mission that's being put forth before us.

15 And just to -- and I'll just
16 be frank, to have prior people target the
17 admissions office for staff reductions is
18 kind of problematic when we're the ones that
19 are actually carried out with the mission of
20 making sure this all happens. So let's be
21 mindful of the history of what has changed
22 and what has been presented and we've made
23 these changes with all the best intentions.

24 We're bringing forward

1 another proposal. You know, at the end of
2 the day this is what we felt would best suit
3 the ideas that have been presented from a
4 school system. You know, we've talked a lot
5 about equity and we've talked and mentioned
6 a lot about why now? Why does this have to
7 be done? It seems rushed. Well, some of
8 this has to be that at some point in time we
9 have to make a decision to move forward.

10 We've made a lot of different
11 changes. We've implemented almost all of
12 the changes from that prior Blue Ribbon
13 commission and you saw the last 15 years
14 worth of data. Not a change in the data of
15 what we were hoping for. And so we've
16 implemented changes that were made from
17 recommendations. So we are bringing the
18 board and to the public a new approach.
19 We're thinking that this approach is going
20 to provide us with a very unique and new
21 opportunity.

22 One of the things that we
23 haven't talked about is, you know, the
24 social issues of the rejection within this

1 process. And how that impacts the students
2 that go through the current process and
3 don't get in and feel as though they are a
4 failure. That's not the case at all. Being
5 in a lottery to some degree there is a
6 random chance here. And so I'm sorry to be
7 on a soapbox for a little bit, but I do
8 think we have to be aware of that.

9 In terms of modeling and
10 thinking about this, we are looking -- we
11 were approaching this from different ideas.
12 And so there was looking at the current
13 process and what we were seeing with
14 semi-finalists and what was happening from
15 the semi-finalists round to the final round.
16 So it was almost as though taking that
17 approach and looking at the model. And what
18 we were seeing from a semi-finalist to the
19 final round is percentages of students that
20 go from the semi-finalist round to the final
21 offer round is there's not a whole lot of a
22 difference from a ratio perspective. So the
23 students that make it to the semi-finalist
24 round and get into the final round are very

1 consistent.

2 The problem was that we were
3 having inconsistencies going from the
4 application round to get to the
5 semi-finalists round. If you consider the
6 semi-finalists round that is what's made up
7 of most of what we are proposing here with
8 this process. The difference is we're
9 saying let's open it up and find out all of
10 the kids that can possibly do that and give
11 them a possibility of an opportunity. And
12 I'm sorry.

13 MADAM CHAIR: Thank you,
14 Mr. Shughart.

15 I think we are going to move
16 on because we have a couple of people on go
17 backs, a couple that haven't spoken. I'm
18 sorry, Mr. Frisch, I think your time was up.

19 BOARD MEMBER: (Inaudible.)

20 You can add me on the list off
21 call backs. Thanks.

22 MADAM CHAIR: I will add you.
23 I will take my opportunity if we can -- oh,
24 my apologizes. Ms. Derenak-Kaufax, you go

1 first.

2 BOARD MEMBER: Thank you,
3 Ms. Pekarsky. And I want to say, you know,
4 TJ currently as it sits is an amazing school
5 with great parental support with an amazing
6 principal. We know there can be even a more
7 diverse body of parents and students under
8 that roof, and that's why we are here, but I
9 don't want to TJ bash. I think it's
10 extremely -- and I think that's happened a
11 lot in the community so I just want to say
12 that up front.

13 As I make my comments I've
14 always stated that TJ is simply a data point
15 that highlights that there's an imbalance
16 answers of academic achievement and equity
17 across FCPS. It's been evident in the
18 application process and admittance data for
19 years. It's one of the first things that
20 I've spoken to all four superintendents I've
21 worked with in my time here.

22 Why are certain demographics
23 not applying? We have gotten the numbers
24 for the past ten years. And on average when

1 you average over the last ten years nearly
2 1,000 Asian students apply each, nearly 575
3 White students, Black about 123 and Hispanic
4 147. If we are not sure currently what the
5 pool is, what that 3.5 average looks like,
6 how can we predict the outcome and how will
7 be we even know more will apply if there's
8 just an invite when these numbers have
9 historically been what they have been for
10 ten years.

11 Yes, outreach is critical. I
12 consistently have talked about the pipeline.
13 It's the reasons I state time and time again
14 front loading (inaudible) teachers in all
15 elementary schools, fidelity implementation
16 in math and science curriculum, work to
17 ensure young scholars. These are things
18 that we've talked about that I said a
19 million times. All of these things have
20 been suggested by APAC since 2016, maybe
21 longer than that. But add to this where
22 there's school programs where PTAs don't
23 exist or barely funded and it becomes
24 evident that there's large systemic issues

1 about why TJ's membership looks the way it
2 is. And we must fix those systemic issues
3 to remain where we are.

4 We have to realize that the
5 purpose -- TJ is a governor's school. And
6 from VDOE it says the purpose of a
7 governor's school is to give gifted students
8 opportunities beyond those normally
9 available to students in their home school.
10 This is on VDOE's website. And a governor's
11 school have been designed to assist
12 divisions as they meet the needs of a small
13 percentage of students whose learning levels
14 are remarkably different from their age
15 level peers.

16 We have this obligation. We
17 also have the obligation for diversity. And
18 by stating that I didn't even get to ask --
19 to answer my question. I respectfully say
20 when we are talking about topics like this
21 we are not being held to a three-minute
22 rule, staff is not being held, and we can't
23 even get questions out because we are not
24 allowed to speak fully what we need to talk

1 to the public about.

2 MADAM CHAIR: Thank you,
3 Ms. Derenak-Kaufax. We will make sure you
4 get another opportunity. I know this is an
5 important topic.

6 Thank you. I don't know if
7 anybody wants to comment on any of that.

8 BOARD MEMBER: There was a
9 question in there in beginning. There was.
10 If you want me to restate it again, I can.

11 MADAM CHAIR: Dr. Brabrand?

12 MR. BRABRAND: I mean, full
13 confession, if you could restate the first
14 part of the question it would be helpful.
15 Again, I was listening to everything you
16 said, but I listened more -- I heard the
17 end.

18 BOARD MEMBER: It's where I
19 talked about over the ten year averages of
20 who applied. And I said if we are -- how
21 can we predict outcome if we don't even know
22 what the pool number would be. And because
23 these numbers are so embedded, what type of
24 outreach is going to happen? But first of

1 all, because we don't know who has that 3. 5
2 GPA, how will we know? How can we predict
3 the outcome.

4 MR. BRABRAND: No, no, no.

5 Okay. I heard that. Just time check, it's
6 10 o'clock. I've been working 15 hours and
7 I'm sure many of you all have, too, so it's
8 trying to think, listen, talk. This has
9 been a 20-year issue, this is why it's hard.
10 Lots of boards, lots of superintendents, no
11 change. I'm trying to bring change, I'm
12 trying to bring something that's different.

13 Jeremy, let's go back for a
14 quick question on the GPA because I think
15 you answered it earlier that we don't have
16 GPA. I think what Ms. Derenak-Kaufax is
17 asking can we find out like how many African
18 American kids in seventh grade have a 3.5
19 GPA? Can we say that or say why we don't
20 have that in language in a sentence or two?

21 MR. SHUGHART: So there's a
22 difference between a GPA which is what most
23 people think about from a high school
24 perspective and what we use for the

1 admissions approach which is just a core
2 academics. The other issue is as a school
3 division we don't calculate GPA in the
4 middle school level. So I mean --

5 MR. BRABRAND: Jeremy, let me
6 ask you when you say that we don't calculate
7 GPA, but don't kids get As, Bs, Cs, right?

8 MR. SHUGHART: Correct, they
9 do. So that's what I'm saying is that would
10 be something we would have to look into to
11 see if that's something we can create from a
12 DIP perspective.

13 MR. BRABRAND: Right. But
14 Jeremy, when we say we are doing a pool of
15 3.5, how do we determine those kids have
16 3.5. I think that's what Ms. Derenak-Kaufax
17 is getting at. So based on how we determine
18 that, can't we see if there's a greater pool
19 that's lurking in the back of kids that just
20 aren't apply?

21 MR. SHUGHART: Well, yeah, I
22 suppose there is. So in terms of how do
23 students -- to answer your questions about
24 how do students know, previously when the

1 GPA was at a 3.0, we worked with the
2 students to calculate their GPA.

3 So part of this is that the
4 information is, look, you're applying to a
5 science and technology school, right? I
6 think that this is a simple math problem
7 where students were able to be able to
8 calculate that out. And we would actually
9 do that in a presentation when were standing
10 in front of parents and students and
11 whatever. We would talk about this is how
12 you do that, that you don't go to your
13 counselor and say give me my GPA because
14 that doesn't exist.

15 So what I'm suggesting and
16 what I'm providing to you is that isn't
17 something that isn't something that as a
18 system that we've done where we've
19 identified a core GPA from the end of
20 seventh grade and have that as a readily
21 available. That's something we'd have to
22 look into to see if we can bring it back to
23 answer your question. What I'm just telling
24 you is what we don't have currently is we

1 don't have that information. That would be
2 something that we would have to investigate
3 to see if we can bring it in.

4 What we did provide to the
5 board and what we did have is the number of
6 students that were enrolled in the math
7 classes to be able to get it through. And
8 so that is information that we do have
9 access to and we've been able to look at
10 that from a three-year perspective to be
11 able to provide you a little bit of a trend
12 line to see where that information is. I'm
13 not sure if I'm answering your question.

14 MR. BRABRAND: I think I'm
15 getting closer. And, Marty, maybe you know,
16 do we not have insist our student
17 information system a GPA for middle school?
18 I guess that's what Jeremy is saying, that
19 we don't track a GPA like we do in high
20 school insist. Is that true?

21 MR. SMITH: I believe that is
22 true and I can followup with that. What I
23 do know is that Jeremy's office does this
24 manually by taking grades and converting

1 them so we have a base for everyone within
2 FCPS and outside.

3 MR. BRABRAND: So the bottom
4 line is and I think this is what board
5 members are saying tonight, we need to
6 modernize our IT infrastructure to caption
7 data that is strategic towards goals that we
8 want. Jeremy has an office of a
9 person-and-a-half trying to hand calculate
10 the middle school GPAs for kids.

11 MR. SMITH: There's also a
12 philosophy I imagine around collecting GPAs
13 for middle school students and ascribing GPA
14 for middle school students.

15 MR. BRABRAND: I see. All
16 right. Thank you.

17 MADAM CHAIR PEKARSKY: Thank
18 you.

19 I want to move us along a
20 little bit. I'm going to take my turn. So
21 just to kind of piggy back on what
22 Ms. Derenak-Kaufax has said and I think some
23 others have touched up. The GPA, do we have
24 this GPA for the applicant pool that have

1 applied for pool?

2 MR. SHUGHART: Yes. So for
3 the applicant pools we create a GPA
4 internally within our process. And so both
5 internal and external students -- and when I
6 say internal, I mean Fairfax County students
7 as well as any other students, we calculate
8 the GPA for them. We also calculate a
9 sub-GPA or a mass science GPA for those
10 students as well. So as part of our process
11 we collect grades throughout that where our
12 participating jurisdictions, the counselors
13 at those schools actually enter grades into
14 the application process for us. So that we
15 can calculate those grades out.

16 MADAM CHAIR PEKARSKY: Okay.

17 Is that something that could
18 be provided to us so we have an idea of what
19 the number of students are that have a 3.5
20 or higher GPAs and what that looks like?

21 MR. SHUGHART: Sure. I mean,
22 we can use the prior applicant pools and go
23 back to the prior 3.5 GPA. So that the
24 modeling -- just so that we are clear, the

1 modeling that we used on the previous
2 presentation was on a 3.5 GPA. So we
3 removed the students that were not in --
4 that were in the applicant pool that did not
5 achieve a 3.5.

6 So when we went through the
7 modeling, that modeling was for students
8 that were at 3.5 or above. And that
9 modeling went back for three different
10 years. So we showed that over a sequence of
11 three different years. And I believe, if I
12 recall that was this current application
13 year, I think it was the class of maybe
14 2020, 2019, as well as I believe it was
15 2015. I don't recall completely, but I
16 think it was whatever those -- and that is
17 the information that we used for that
18 modeling. And I certainly can provide that
19 information to you and to the board of the
20 current applications, yes.

21 MADAM CHAIR PEKARSKY: And I
22 do remember those pie charts. I mean, those
23 projections had some minimal gains in
24 diversity. But the largest gain was

1 actually not I think the students that we're
2 trying to capture; is that correct?

3 MR. SHUGHART: So in terms of
4 largest gains there's a distinction to be
5 made between percentage gain and raw student
6 gain. So if you're looking at percentage
7 gain -- and some of this has to do with
8 small numbers to begin with. So if you're
9 starting with numbers that are under 10 and
10 raising those numbers significantly, we were
11 talking about some of our historically under
12 represented students increasing by anywhere
13 from six to seven times.

14 Whereas, the large gain that I
15 think you may be referring to is our white
16 student population. There was a gain there,
17 but it was not proportionally as large as
18 what we were talking about with some of the
19 other groups. The other groups were more
20 than doubling in those cases.

21 And I want to go back to some
22 of the modeling and the projections that
23 people were asking about because I think
24 that might be what some of the last people

1 were asking questions. The projections that
2 we were doing was off of the admissions pool
3 and it was off of the admissions pool with
4 these qualifications of 3.5 and appropriate
5 math. So we did use that in terms of the
6 modeling from the previous presentation as
7 well.

8 MADAM CHAIR PEKARSKY: Thank
9 you.

10 I think a lot of great points
11 have been shared by my colleagues, something
12 I would be remiss not to bring up in this
13 meeting. You know, I applaud your desire
14 and I agree with what your goal is. I think
15 we all have the same goal that's why I want
16 to look at, you know, things -- like I think
17 Ms. Meren brought up. How are we engaging
18 the families of the students that we feel
19 are being left out? And how do we assign
20 accountability to that? I think those are
21 very important topics and I'd like to see
22 very, you know, specific goals for that.

23 But I would be remiss not to
24 bring up the fact that we, Dr. Brabrand,

1 have had thousands of emails surrounding TJ
2 and there are very strong feelings from
3 both, you know, sides people who like a
4 lottery approach, people who don't. And I
5 found a lot of common ground around many of
6 the people I spent thousands of -- I have
7 spent hours speaking to rather. And I just
8 have to say that they do not feel heard in
9 this process and I think that's unfortunate.

10 And, you know, I just have a
11 very hard time understanding why we haven't
12 engaged some of these communities beyond a
13 town hall. It was from our very first work
14 session it's the same comments I made. I
15 just think the ideas and the feedback that I
16 have gotten from people are just amazing.
17 And I really wish that was part of this
18 conversation. I hear commonality.

19 I'll take my go back.

20 Dr. Anderson, go ahead.

21 MADAM CHAIR: Okay. Thank
22 you.

23 I will make my comments and we
24 will take the polls of the board on some of

1 the common issues that have been raised
2 throughout our comments and then we will
3 continue with the go backs.

4 As Mr. Pekarsky shared and I
5 also think we began this conversation with
6 comments by Ms. Keys-Gamarra that have
7 shared that we have large groups in our
8 community who are aching for this change.
9 And so much that they are willing to accept
10 an imperfect process. And that is
11 significant data feedback to me at least and
12 perhaps to many of us in terms of how
13 desperate people must be when they're re
14 willing to kind of settle a little bit for
15 something that's imperfect because of years
16 and years of inaction, as Ms. McLaughlin
17 shared as a long time member and as
18 Ms. Derenak-Kaufax shared also as a long
19 time member of the school board.

20 While I don't get applied to
21 TJ this is a question I had myself, I
22 decided to call all of my principals here
23 because of in Mason District we have the
24 fewest number of students who are

1 represented in TJ admissions more than any
2 other area, I'm fairly certain of that.
3 When we have schools across five years that
4 have one admission, one student admitted.

5 And my principals who all have
6 very unique views, the principals in this
7 area have shared that our kids don't see
8 themselves at TJ. They don't see a path for
9 them because they don't see other students
10 that look like them being accepted into the
11 process. And when they are denied and it's
12 a very public process they know for sure
13 everybody knows in their community that they
14 were not accepted. So they shy away because
15 of that social emotional trauma that I think
16 Mr. Shughart shared. And the fact that as
17 students who do have the high aptitude for
18 math and science, they can work the numbers
19 and see that that's not in their favor.

20 So that's a sad commentary
21 regarding the state. We'd love to have that
22 information at a greater level except for my
23 little schools I was able to find that
24 information for.

1 Kind of moving, changing gears
2 as little bit I want to share my support for
3 the following. I want to be clear everybody
4 knows that removal for the test, removal of
5 the application fee, the yearly reporting
6 for the metrics that I believe one of the
7 colleagues shared. We have to develop that
8 because how else would we know that we hit
9 our target.

10 And most importantly, a very
11 comprehensive address of the systemic issues
12 that have led us to this. This is just the
13 final hurdle and some of the hurdles that
14 some of our students have been experiencing
15 since the time they entered Fairfax County
16 Public Schools. We have to be sure we are
17 addressing all of that. Oh my goodness, I
18 didn't get to the my question. I will put
19 myself on a go back.

20 We have a number of go backs
21 and at this point I would like to take the
22 polls of the board about three issues that
23 have been part of the conversation so far.
24 So please give me a second. I believe

1 everybody was on a go back. Is that fairly
2 accurate? Probably. So I'm just going to
3 ask everybody to please lower their hand so
4 we can get to the consensus taking of some
5 issues. It looks like everybody is on a go
6 back so we'll just regroup.

7 One of the first things that I
8 believe most of us commented on was
9 regarding the assessment. I would love for
10 us to give some feedback to the
11 superintendent in terms of some consensus or
12 concurrence regarding the removal of that.

13 So I will propose that we take
14 a quick poll if we are in favor of removing
15 the assessment that has been articulated to
16 be a barrier both in this presentation and
17 the previous. I would like for hands to be
18 raised to that.

19 BOARD MEMBER: Madam chair,
20 may I ask for clarification?

21 MADAM CHAIR: Yes, ma'am.

22 BOARD MEMBER: You're calling
23 it an assessment and I believe you're
24 talking about the test and that's how the

1 community hears it. So I want to clarify
2 that this is what we are talking about.

3 MADAM CHAIR: This is what we
4 are talking about, the test. The test that
5 we've been talking about that has been the
6 barrier for many of our students. So in
7 terms of trying to get some feedback -- yes,
8 ma'am.

9 BOARD MEMBER: I apologize, to
10 further clarify, Ms. Keys-Gamarra, you're
11 talking about the currently used test, the
12 Quant Q test, correct? I just want to make
13 sure we are clear on exactly what test we
14 are talking about.

15 MADAM CHAIR: That is exactly
16 right. I think this would be helpful to the
17 superintendent as he prepares his statement
18 to the state that is due October 12th.

19 So this is the removal of the
20 Quant Q -- I heard -- I'm sorry, whoever it
21 is, go ahead.

22 Oh, Mr. Shughart, please go
23 ahead.

24 MR. SHUGHART: So I just want

1 to point out that there's actually a battery
2 of tests so there's not just the Quant Q
3 that's administered, it's also the ACT
4 Aspire reading and science.

5 BOARD MEMBER: Correct.

6 MADAM CHAIR: So the
7 assessments that have been discussed as the
8 barriers from the applicant pool to the
9 semi-finalists pool as clarified by
10 Mr. Shughart. If we are in support of
11 moving that as suggested by the
12 superintendent, please show your hands at
13 this time.

14 BOARD MEMBER: Madam Chair,
15 it's Megan McLaughlin, I tried to raise my
16 hand, but it said it was No. 7 in question
17 to what you want to us vote on?

18 MADAM CHAIR: I'm asking us to
19 vote on --

20 BOARD MEMBER: Like you
21 allowed the other board members including
22 Rachna Sizemore-Heizer, I want to bring
23 clarity to what we are voting on.

24 MADAM CHAIR: Oh, no, go

1 ahead. I'm sorry. I thought you were
2 asking me a question rather than wanting to
3 make a statement. Go ahead.

4 BOARD MEMBER: No, it's a
5 question.

6 So what I know I've heard the
7 board talk about is that for this year all
8 the reasons we've talked about to remove the
9 test for this year so that the public
10 understands we're not making a long term
11 decision when there is a whole lot that we
12 have still not discussed including
13 Mr. Shughart saying this isn't just Quant Q
14 which is what we mostly talked about,
15 there's all these other things.

16 So I'm uncomfortable giving
17 direction right now at this very moment when
18 it's unclear are we talking about forever
19 and ever or are we talking about for this
20 admission cycle.

21 MADAM CHAIR: Ms. Corbett-
22 Sanders, would you like to speak to that? I
23 know you had conversations regarding this.

24 BOARD MEMBER: Yes, thank you

1 very much, Dr. Anderson.

2 It is my understanding in
3 speaking to everybody on the board that this
4 is the elimination of the admissions test
5 and the associated application fees that
6 have traditionally been -- originally they
7 been the in-person administered test and now
8 they are the Quant T and ACT, those barrier
9 tests. Those tests that have indicated that
10 they are -- they create barriers or cultural
11 biases in how they are administered.

12 So the idea is that --
13 similar to what the superintendent has
14 recommended, is that we would replace in
15 battery of tests with a holistic admissions
16 process which includes the three parts that
17 were identified by the superintendent.

18 MADAM CHAIR: Ms. McLaughlin,
19 does that help?

20 BOARD MEMBER: Well, it was my
21 understanding that the Quant Q suggestion is
22 to remove the standardized test and to put a
23 problems set in its place. I feel like
24 instead we are only speaking to one piece

1 and that's making me uncomfortable.

2 BOARD MEMBER CORBETT-SANDERS:

3 That's the next piece on -- so if possible I
4 circulated some language earlier today and
5 that might help bring us to some focus here.
6 But it's a two-part question, one is the
7 test and associated fees, and then the
8 second is greater clarification from the
9 superintendent which he would bring back in
10 December about how the merit based approach
11 to the admissions process, which will focus
12 on the whole student aptitude and take into
13 account a student's access to opportunity to
14 include FRN and inclusion in under
15 represented populations or other criteria
16 that the superintendent would recommend.

17 MADAM CHAIR: So

18 Ms. McLaughlin, we are going to go -- I see
19 you Ms. Sizemore-Heizer.

20 BOARD MEMBER: Move on. Thank
21 you.

22 MADAM CHAIR: Thank you.

23 Ms. Sizemore-Heizer?

24 BOARD MEMBER: Just point of

1 clarification, are you just looking to try
2 to get a consensus on pieces we can agree to
3 or are we at this moment directing the
4 superintendent because I'm a little
5 confused --

6 MADAM CHAIR: We are looking
7 to get consensus because we want to be able
8 to give him some sense of how to move on for
9 Thursday when he brings the next part of
10 this presentation.

11 BOARD MEMBER: Thank you.

12 MADAM CHAIR: Because right
13 now we are giving a lot of feedback. So we
14 are not necessarily looking to give a
15 direction, but he needs to know where we are
16 sitting as a board.

17 BOARD MEMBER: Thank you.

18 MADAM CHAIR: Does that make
19 sense?

20 BOARD MEMBER: Okay.

21 MADAM CHAIR: Okay. So we are
22 going to go back to that first piece and the
23 elimination of the assessment and its
24 associated fees. If you are able to give

1 concurrence to that, please raise your hand
2 at this time.

3 BOARD MEMBER: Dr. Anderson, I
4 thought the associated fees is the
5 application fee, not the test fee.

6 MADAM CHAIR: Thank you,
7 Ms. McLaughlin. I did get my two points
8 confounded here. So, folks, please lower
9 your hands. We are going to start this
10 again.

11 Removal of the assessment.
12 Just as Ms. Corbett-Sanders described and
13 just as Mr. Shughart just talked about a
14 little while ago. The assessment that
15 prevents our students from moving from
16 applicant to semi-finalist stage. Primarily
17 the Quant Q and the other associated
18 assessment.

19 If we are giving concurrence,
20 consensus to the superintendent regarding
21 the removal of that assessment as he has
22 shared on Page 11, I believe of his holistic
23 review or 10, please raise your hand at this
24 time.

1 MADAM CHAIR: We have
2 Ms. Gamarra -- Ms. Keys-Gamarra, Ms. Meren,
3 Ms. Corbett-Sanders, Ms. Cohen, Ms. Omeish,
4 Mr. Frisch, Mr. Derenak-Kaufax,
5 Ms. Sizemore-Heizer, Ms. Pekarsky,
6 Ms. Tholen, Ms. McLaughlin and myself. So
7 that is unanimous.

8 So please lower your hands.

9 The next piece is the removal
10 of the application and its associated fees.
11 Again, as described by the superintendent --

12 BOARD MEMBER: It's removal of
13 the fee, not the application itself, right?

14 MADAM CHAIR: Right. I'm
15 sorry, the application fee as described, I
16 don't remember the page of the document
17 here. But if you find that, Ms. Mulberg,
18 please go ahead and put that lottery
19 proposal up so people know exactly to which
20 I am referring.

21 Dr. Brabrand or Mr. Smith, can
22 you identify the page on which that is
23 shared?

24 MR. BRABRAND: I'm checking

1 right now. Hold on there. Applicant fee,
2 hold on. Mr. Smith, I think it was in the
3 original presentation that we specifically
4 mentioned the removal of the fee. I don't
5 know if it's on a slide today.

6 MADAM CHAIR: That's okay.
7 The removal of the application fee, if you
8 are able to support that, please show
9 support to our superintendent at this time
10 by raising your hand.

11 We have Ms. Corbett-Sanders,
12 Ms. McLaughlin, Ms. Cohen, Ms. Tholen,
13 Ms. Keys-Gamarra, Ms. Pekarsky, Ms. Omeish,
14 Ms. Meren, Ms. Sizemore-Heizer, Mr. Frisch,
15 Ms. Derenak-Kaufax and myself. That is also
16 unanimous.

17 The third part of the
18 conversation that's been talked about quite
19 a bit, please lower your hands, folks, is
20 the capacity increase at TJ. Increasing it
21 and I know this is also a next step. So I'm
22 a little bit more hesitant on his one
23 whether or not we would want to show support
24 for it pending what the superintendent tells

1 us because I think there was a next step
2 that somebody asked.

3 I'm sorry, was that you
4 Ms. Corbett-Sanders? Somebody wrote a next
5 step as to what that might look like.

6 BOARD MEMBER: Yeah, but it's
7 to bring -- the next step is to bring the
8 capacity usage at TJ into alignment with
9 what is used at other schools. So it would
10 be as much as it 50, but superintendent can
11 come back to us -- the superintendent can
12 come back to us with a recommendation on the
13 specific number.

14 MADAM CHAIR: So if this is a
15 step next that's also going to kind of give
16 you a sense of where the board is on this
17 matter, which is to increase the capacity at
18 TJ To be more in alignment with the other
19 schools. And the details for you -- the
20 details will be to share with us hopefully
21 by Thursday.

22 If you are able to support
23 this measure, please raise your hand at this
24 time.

1 We have Ms. Corbett-Sanders,
2 Ms. Pekarsky, Ms. McLaughlin,
3 Ms. Keys-Gamarra, Ms. Cohen, Mr. Frisch,
4 Ms. Meren, Ms. Derenak-Kaufax, Ms. Sizemore-
5 Heizer, Ms. Tholen, Ms. Omeish and myself.
6 That is also unanimous.

7 Okay. The other piece that I
8 know we heard some conversation about, not
9 as much as the others, but I do know this is
10 a piece from what Ms. Corbett-Sanders shared
11 earlier -- I'm sorry, Ms. Derenak-Kaufax,
12 did you have a question? Thank you.

13 This is the review of the
14 pyramid versus regional versus middle school
15 approach.

16 Ms. Corbett-Sanders, did you
17 want to speak to that really quickly just to
18 be sure everybody is clear on what we are
19 asking them to provide support on, rather
20 consensus about?

21 BOARD MEMBER: To provide a --
22 to utilize a middle school approach based on
23 the proportion of students at each middle
24 school as the basis for the numbers of

1 students for each area, rather than just the
2 regional approach which does not allow for
3 full representation from each of our
4 pyramids and middle schools.

5 So it is to agree on an
6 approach -- on an approach that looks at the
7 admissions pool by middle school which is
8 consistent with how many universities look
9 at admissions and identify qualified
10 applicants by school.

11 MADAM CHAIR: Thank you.

12 Ms. Omeish, did you have a
13 question to this measure?

14 BOARD MEMBER: Yes, thank you.

15 I just wanted to clarify if
16 this would be proportional to population
17 within the schools? That's a critical piece
18 so I just want to make sure that's included
19 before we vote.

20 BOARD MEMBER CORBETT-SANDERS:

21 Yes.

22 BOARD MEMBER: Thank you.

23 BOARD MEMBER SIZEMORE-HEIZER:

24 Again, are we just asking him -- I apologize

1 for clarification. We are asking him to
2 explore using that approach and bring us
3 back the information or are we directing him
4 to use that approach? I'm just very unclear
5 here on what we are trying to get. Because
6 I'm honestly a little uncomfortable doing
7 this piece by piece here without having our
8 go backs.

9 MADAM CHAIR: Okay.

10 Then if we are uncomfortable
11 with the rest of these I think the first
12 three issues that we talked about were
13 discussed by almost everybody during their
14 comments. So I'm happy to stop here for us
15 to complete with the go backs and come back
16 to the rest of these matters. So right
17 now --

18 BOARD MEMBER CORBETT-SANDERS:
19 Dr. Anderson, perhaps we can also all agree
20 on the holistic approach that was presented
21 which is asking the superintendent to come
22 back with a fuller -- we can agree that
23 there will be a merit-based approach to the
24 admissions process, which will focus on the

1 whole student, aptitude and take into
2 account a students access to opportunity to
3 include FRN inclusion and under represented
4 populations.

5 That is similar to the
6 language that the superintendent provided on
7 -- hold on -- on a discussion about the
8 merit, but it gives a much more -- it is the
9 holistic review discussion placed on Page 9.
10 So if we could get support for the holistic
11 review.

12 MADAM CHAIR: I'm not sure
13 that we are one hundred percent clear on
14 that. Could you please repeat that?

15 BOARD MEMBER SIZEMORE-HEIZER:
16 Dr. Anderson, I apologize. But we all had a
17 list of go backs and all had things we
18 wanted to say. We've all each had three
19 minutes to speak at this point, we had staff
20 who spoke for a significant amount of time.
21 I don't necessarily disagree with some of
22 these proposals, but I feel we are being a
23 little premature to try to figure out what
24 we are suggesting or directing here.

1 MADAM CHAIR: That's fine.

2 Fair enough. We already covered three
3 points, let's go ahead and continue with our
4 go backs and come back to these measures a
5 little bit later on this evening. We'll
6 suspend at this point.

7 I do believe just about
8 everybody was on the list for a go back. So
9 we'll start probably in the order in which
10 we started. Which is Ms. Keys-Gamarra, go
11 ahead.

12 BOARD MEMBER: Thank you. I'm
13 just trying to my camera on. Okay.

14 So I appreciate that we were
15 able to go over the things that we agreed
16 to, but a number of things have been said
17 tonight and I want to make sure that I'm
18 looking at it overall. I'm hearing a number
19 of my colleagues saying that there's a
20 pipeline problems, that there's a larger
21 problems, obviously with the test, that
22 there are lots of contributing factors.

23 I would like to also say that
24 in the process of studying this issue in the

1 various capacities that I've been able to do
2 so, we also have had a number of years when
3 we tried to do a number of things, some of
4 which are listed in the Blue Ribbon study
5 from 2000, which was never fully
6 implemented.

7 We also studied -- I was also
8 able to look at the lottery as being part of
9 the solution even though I don't think we
10 have consensus on this board for that, but I
11 would like to authorize the superintendent
12 to show us how it can be an effective
13 measure because that is how the state has
14 been looking at that.

15 I also want to address this
16 issue of what diversity means. I've heard a
17 number of comments from letters, even some
18 discussions and it all seems to equate
19 diversity, some of it, with oh my God, are
20 we going to lower our standards?

21 And I want to say just as we
22 are concerned about certain communities
23 feeling that we are maligning them by
24 talking about tests, we must be very careful

1 and must be cognizant of how demeaning these
2 types of comments are and that many people
3 consider these comments to be rooted in
4 racism. I'm not saying it's intentional,
5 but we need to be mindful.

6 Is that my time? Oh, that's
7 my phone. I'm sorry. Okay.

8 We've also talked about the
9 purpose of TJ. The purpose of TJ is not --
10 as far as I understand it, is not for gifted
11 students, but it's for students with an
12 aptitude for STEM and science. And we seem
13 to be looking for, we'd like to be able to
14 predict the outcome and we may not be able
15 to. So with that, I want to make sure that
16 we do pin down those things that we can do.

17 I understand that Ms. Corbett-
18 Sanders and Ms. Pekarsky have worked together
19 to come together to bring an idea that we
20 can discuss more fully. But I also would
21 like to release the superintendent to be
22 able to bring ideas to us that he believes
23 will work that we may not have consensus on
24 right now, such as the lottery. And I think

1 that was the bell for me, correct?

2 MADAM CHAIR: That was the
3 bell, yes. Once I put on my camera that
4 means times up. I try to take off my
5 camera.

6 BOARD MEMBER: Between the
7 phone and everybody -- anyway in any rate, I
8 will be respectful. But those are the
9 comments I wanted to make.

10 MADAM CHAIR: Thank you.
11 Since you only had comments,
12 Ms. Keys-Gamarra, and not questions, I will
13 move on to the next speaker. Is that fine?

14 BOARD MEMBER: Unless
15 Dr. Brabrand wants to comment about the
16 opportunity to be able to bring to the board
17 his justification for the lottery, which I
18 don't believe we necessarily have consensus
19 for on this board, but I don't want to limit
20 the superintendent if he can bring something
21 that's justified with metrics and data.

22 MADAM CHAIR: Thank you. That
23 was your time.

24 Dr. Brabrand, go ahead.

1 DR. BRABRAND: Well, I'd like
2 to share -- thank you, Ms. Keys-Gamarra.

3 I'd like to share that -- I
4 think what we may want to consider is where
5 the board has already made some decisions
6 tonight, and then talk about that those
7 decisions can form my response to the state
8 by October 12th. And then allowing for some
9 additional time to take some of the feedback
10 we've heard tonight around looking at the
11 lottery with greater detail, looking at the
12 holistic process that Ms. Corbett-Sanders
13 mentioned, looking at the lottery in greater
14 detail as Ms. Keys-Gamarra mentioned. Also,
15 exploring the outreach plan in far more
16 detail as Mr. Meren and Mr. Frisch
17 mentioned. All that can't be successfully
18 done by Thursday, I'm just being candid.

19 So perhaps working with the
20 board tonight we can identify those things
21 that can constitute my initial response to
22 the state and find additional time for us to
23 work on the other components of the
24 admission process later this fall to bring

1 back to the board. And I'd certainly be
2 willing to work with the board if that's the
3 will of the board.

4 MADAM CHAIR: Thank you,
5 Dr. Brabrand. And in a little while I will
6 get the boards pulse on what you just
7 proposed which is to use some of the
8 decisions that we have -- some of the
9 guidance that we've provided you with
10 tonight to move forward with your statement
11 to the state that needs to happen, and then
12 for us to determine a timeline would be
13 regarding the other issues that
14 Ms. Keys-Gamarra and others have mentioned
15 this evening. So we will take the pulse of
16 the board in a little bit.

17 But I do want to move on to
18 our next speaker. Ms. Corbett-Sanders, go
19 ahead.

20 BOARD MEMBER: Thank you.

21 And I'm glad to follow
22 Dr. Braband's comment because that's
23 precisely what we offered earlier today
24 which was to kind of frame tonight's

1 discussion on what we could get to yes on
2 for the submission to the state. And
3 setting a time frame of December for him to
4 come back to us with more details on the
5 areas that we would like to have more
6 detail.

7 I would also like to, you
8 know, I very much appreciate Mr. Smith's
9 frank expression of it's time to do
10 something different just to see what
11 happens. And I absolutely agree it's time
12 to do something different and it's time to
13 do something different that has a more
14 inclusive -- results in a more inclusive
15 environment at TJ. However, I do have
16 concerns about it's time to do something
17 different and we do lots of different things
18 and we are not able to actually measure what
19 is moving the dial or moving the needle.

20 So I would hope that whatever
21 we do is we make a commitment by this board
22 to make sure that we make changes this year
23 in this years admissions process. We also
24 then measure the effectiveness of those

1 initial changes and before next years
2 admissions process be willing to say, okay,
3 what worked, what didn't work, do we need to
4 dial in with some additional changes. Or do
5 we say it's working and we need to give it
6 more time.

7 So I would just suggest that
8 in along those lines I am a little concerned
9 that we aren't using the resources that we
10 have available to us. And that includes
11 data that's available to us through CIS
12 system. It also includes taking a look what
13 has worked and not worked in our lotteries.

14 In my experience with the
15 emersion lottery in our community in the Mt.
16 Vernon region is that it has not resulted in
17 significant diversity, but it has actually
18 resulted in a mechanism for people to choose
19 not to go to certain schools. And so I
20 would be very careful about equating a
21 lottery at a kindergarten level which is
22 when it's administered to one that is a
23 lottery after we've done merit.

24 So I would like part of the

1 best practices to come back with real
2 examples, and also some of the studies that
3 have been done by some of the major
4 universities and think tanks on the value of
5 lotteries. I will continue to advocate for
6 a pyramid approach or a middle school
7 approach. I will continue to advocate for a
8 holistic approach and setting a time frame
9 of December, as well as a regional board for
10 TJ.

11 MADAM CHAIR: Thank you,
12 Ms. Corbett-Sanders. Thank you for
13 completing that sentence and not the entire
14 thought.

15 Ms. McLaughlin, go ahead.

16 BOARD MEMBER: Sorry, just
17 trying to get the video on. So first of
18 all, in speaking in order, Ms. Corbett-
19 Sanders and Ms. Pekarsky, thank you for what
20 you sent around to the board remembers. I
21 do find that overall you've captured where I
22 believe we can make some important steps for
23 this coming admissions cycle and do exactly
24 what you said, Ms. Corbett-Sanders.

1 I am deeply troubled that
2 Dr. Brabrand, Mr. Smith, Mr. Shughart keep
3 saying that this is a 20-year problem, it's
4 too difficult to fix. Please go talk to
5 MIT, Stanford, the elite public and private
6 universities in this country if you think
7 you can't figure out how to have a high
8 performing freshman class selected that also
9 reflects the diversity of an applicant pool
10 that is entirely troubling.

11 The push back that you are
12 getting from this community is reasonable.
13 Our school board policy, our school board --
14 FCPS's regulation that Dr. Brabrand owns and
15 that the Virginia Department of Education
16 says this supposed to be a school for
17 students who are gifted and exceptional and
18 that have exceptional quantitative skills.
19 I absolutely believe every child from every
20 background and every diversity of
21 demographics has that ability.

22 What I do think is that we've
23 had a flawed admissions process and I place
24 that on the shoulders of the superintendent

1 and his team. And I also place it on this
2 board that we will now be watching this
3 intensively for this year and the years to
4 come that you are going to have to bring
5 back why you can't accomplish it.

6 But you've not demonstrated in
7 the metrics you keep calling a merit-based
8 lottery, you don't even have the data to
9 share with us what has been the GPAs, the
10 core calculated GPAs over the last ten years
11 of the TJ applicant pool.

12 So there is nothing now that
13 we've taken out a standardized test and you
14 won't produced the GPAs and you haven't
15 until we've asked and asked. How is the
16 public and this board supposed to know that
17 you're actually creating a merit-based
18 lottery?

19 So it is my belief that
20 Ms. Corbett-Sanders' proposal that we only
21 do what we said tonight in giving direction
22 about changes for the October 12th filing,
23 and the rest of this stuff has got to
24 include TJ faculty or AEP consultants and

1 the community to talk about how you build an
2 actual merit-based holistic process, and
3 that you have to bring back the actual use
4 of data like the core calculated GPAs that
5 Jeremy and his team has to show your
6 modeling that you're actually identifying
7 exceptional students.

8 I'm sorry this is so rushed.
9 There's so many more things that the public
10 has shared with us, but I, for one find it
11 insulting to this community that you are
12 saying we can't solve a problem that's been
13 solved for 30 to 40 years by the
14 universities already. It's unconscionable.

15 MADAM CHAIR: Thank you,
16 Ms. McLaughlin.

17 Ms. Omeish, go ahead.

18 BOARD MEMBER: Thank you.

19 To clarify, just to address
20 the data question. I do want to say I
21 shared some analysis with my colleagues. I
22 would encourage you to look to that for some
23 of the trends that exist. And I think it's
24 important for us to keep in mind there is no

1 perfection solution. I mean, this is why we
2 are here. The first solution, the next
3 solution we are going to come up with up.
4 Even, you know, the Ivy league schools,
5 whoever it might be have many imperfections
6 in their plans and lead to disparities of
7 all sorts. And we know this, I mean it's a
8 well-documented issue.

9 I want to also distinguish us
10 from that because part of the difference
11 here it's our obligation to prepare these
12 kids and empower them leading up to that
13 point. Colleges take kids where they are
14 at, but if a kid from K through 12 or K
15 through 7 or K through 8 isn't prepared,
16 that's a failure on our system. We have to
17 really reflect on that.

18 I really appreciate
19 Ms. Keys-Gamarra's points. I think there
20 are some key components here in making sure
21 that -- this is not a conversation of
22 dumbing down a standard, this is not a
23 conversation about giving certain kids
24 advantages over others. We're talking about

1 students who are qualified that we know fit
2 into the 3.5 to 4 range, which is the
3 current pool, although we've allowed 3s, but
4 generally kids that who end up in. So we
5 already know these are kids with talent and
6 capability to be successful.

7 So if we've understood that,
8 you know, we are otherwise limiting these
9 kids. And the other things to keep in mind
10 I wanted to mention, we are basing our
11 judgments on rankings here. So we are
12 looking at TJ as this gem school which is
13 exceptional in many ways based on rankings
14 and rankings that are based on tests.
15 Right? And our major problem right now is
16 the test and how it's based or, you know,
17 made the outcomes loop-sided for many
18 reasons, whether it's the prep industry, for
19 all the reasons we've talked about it.

20 So kids who are best equipped
21 to take tests are entering a school that is
22 ranked based on test and we're not really
23 looking at the bottom line of what
24 challenges are kids facing and what are the

1 circumstances are they being put in to end
2 up in that circumstance. We are looking at
3 the ranking and we're nervous about what's
4 going to happen.

5 At the end of the day we are
6 the ones that situate kids to succeed. If
7 we are going to be intentional about it,
8 that's in our hands to do. And finally, I
9 mean, when we think about the student
10 outcomes and the student conditions you'll
11 find it funny to actually know that there is
12 statistical significance that even Asian
13 students are disenfranchised by this
14 process.

15 So this is one of those
16 situations where we really have to be
17 intentional about looking at the data and
18 seeing things for what they are. And even
19 the Blue Ribbon commission that Jeremy
20 mentioned, they tried changing the test.
21 You guys have tried modifying for those of
22 you who senior board members. There's been
23 modeling done.

24 Bottom line, you know, in

1 summary, there will never be a perfect
2 solution, it's what about interest we choose
3 to care about.

4 MADAM CHAIR: Thank you,
5 Ms. Omeish. Since you did not have any
6 questions in that, I am going to move on to
7 the next speaker.

8 Ms. Cohen, followed by
9 Ms. Sizemore-Heizer.

10 BOARD MEMBER: I think
11 Ms. Meren was before me.

12 MADAM CHAIR: She does not
13 have a go back.

14 BOARD MEMBER: Okay. Just,
15 you know, I'm a big rule follower.

16 MADAM CHAIR: I appreciate it
17 so very much.

18 BOARD MEMBER: You know, I
19 think to echo a little bit of what
20 Ms. Omeish just said, I want us to be
21 mindful that there is never a convenient
22 season to try to do what we're trying to do,
23 which is say to that there's kids in the
24 system who are just beyond incredibly

1 talented and we are picking up some and not
2 picking up others. And how do we figure out
3 why and how best to go about that.

4 And I think my frustration has
5 been I would really like to see a model
6 where the conversations that we've had about
7 how you'd get to that top 100, here's points
8 ranking, here's all the factors involved in
9 finding a TJ kid and how we look at what
10 does that mean. And what does that kid do
11 ultimately for TJ and for the culture and
12 the environment, all of those things that we
13 have a hand in creating.

14 And so I'm hopeful that
15 Dr. Brabrand will bring to us a statistical
16 model that really shows us what does it look
17 like if that holistic model is used for all
18 500 kids. And maybe that means we are going
19 to have to put more resources into two days
20 of workers who are willing to come in and be
21 proctors or evaluators and look at reading
22 some of this. But let's not let that be the
23 barrier to the best solution.

24 Look, the truth is whether we

1 are talking about AAP in this county or ivy
2 league admissions, nobody has figured out
3 (inaudible.)

4 We have not been successful in
5 that country -- in that endeavor in this
6 country. So how do we help be part of the
7 solution, how do we help make this look and
8 represent all the talent that we know that
9 we have who really have this passion for
10 science, technology, engineering and math,
11 because that's what this is supposed to be
12 about, aptitude and passion. And we have to
13 figure out a better way to get there.

14 So I agree with
15 Ms. Keys-Gamarra. Like, if we fundamentally
16 believe in this lottery process, I'd really
17 like to see better data and better modeling
18 that shows me we considered all these other
19 options and this is the best and this is why
20 because I didn't hear it tonight.

21 But I want this holistic
22 process brought to all 500 and see what that
23 looks like. Can we make that happen and can
24 we make it representative more of the

1 different regions that we have in this
2 county? Because I will tell you as the
3 Springfield District member, I probably got
4 five emails on this from people who are
5 actually Springfield members because we send
6 about 14 kids as year.

7 So my families are concerned
8 about how do we get their kids back in
9 school, how do we keep them and their
10 teachers safe. That's where we are in
11 Springfield. So I want us to get this right
12 because I want us to be able to move on and
13 start evaluating this every year. We got
14 work to do and I want us to get there. I
15 need us to get there. And I need you to
16 give us more data and predictive modeling
17 that shows the best foot forward.

18 Thank you.

19 MADAM CHAIR: Thank you,
20 Ms. Cohen.

21 Dr. Brabrand, I believe you
22 have captured her sentiments. There were no
23 questions there so we will move on to the
24 next speaker.

1 Ms. Meren, I see your
2 microphone is on, did you want a go back at
3 this -- okay. Microphone is off. Thank
4 you.

5 Ms. Sizemore-Heizer, please go
6 ahead. Followed by Ms. Derenak-Kaufax.

7 BOARD MEMBER: Thank you.

8 I'm happy to followup with
9 Ms. Cohen. Again, I want to reiterate what
10 she said that I think we need data and
11 information and a holistic approach that's
12 really designed to look at the whole child
13 as Ms. Corbett-Sanders said to ensure that
14 we are getting at all of our students who
15 have the passion, skill and aptitude for TJ.
16 And I do not understand and do not see any
17 data on how a lottery and the randomness of
18 a lottery gets us there. I do not see
19 enough data and information on how the
20 current merit proposal gets to where we are
21 looking at. And so I have a lot of concern
22 on the lack of information here to make sure
23 that we are getting to the students that we
24 want to get to for a variety of things.

1 I also just want to make a
2 point when we talk about the top 100
3 qualified versus percentage gifted, we have
4 to be careful we are not looking at the
5 entire population. But the pool from which
6 we are looking at that top 100 qualified is
7 already a pool selected through this merit
8 process. So it's a different pool that
9 would make sense in a pool that we go
10 through this GPA and problem solving that it
11 would be a higher number of highly gifted
12 because the pools been down selected.

13 I also want to point down in
14 terms of that hybrid model the students
15 aren't being told how they were selected.
16 So in terms of that care and culture piece I
17 don't think that as a concern as we are
18 discussing. Those are just small pieces. I
19 fully support coming back with a much better
20 holistic approach.

21 And I wanted to say one last
22 thing, when we talk about care and culture
23 and when we talk about equity at the center,
24 as the only Asian American on this board and

1 the first Indian American in this position,
2 I just want to say care and culture applies
3 to everything and everybody.

4 I think my colleague
5 Ms. Derenak-Kaufax mentioned about TJ
6 bashing. And I just want it to be point out
7 there that we need to be mindful of being
8 respectful to all cultures in our
9 conversations and looking at a holistic
10 approach that really takes into account that
11 we welcome all students. So I'm just going
12 to put that out there. But I think that we
13 need to have much more information to make
14 sure that the approach we are doing is going
15 to seek the goals that we all share which is
16 a diverse pool of students that have the
17 passion, aptitude, desire and skill for TJ.
18 So I'm going to leave it at that.

19 Thank you.

20 MADAM CHAIR: Thank you.

21 Ms. Derenak-Kaufax followed by
22 Ms. Frisch and then Ms. Tholen.

23 BOARD MEMBER: I appreciate
24 following my colleague, Rachna, I think she

1 stated some excellent points. I have a
2 question, Dr. Brabrand, I, as a board member
3 am unclear kind of where we are now and what
4 we've committed to. As far as -- we are --
5 when do you -- when would you like this
6 process done? I need clarity on this right
7 now. Because right now I feel like you need
8 to submit your plan, but we have time to
9 think. And what is the end -- the latest
10 possible end date that we can come together
11 as a board to change this process this year?

12 MR. BRABRAND: Yeah, thanks,
13 Tammy. The letter to the state is October
14 12th about what our plan is for the year,
15 but it can incorporate many elements. Let
16 me turn to Jeremy and Marty to see when is
17 the latest we can have a holistic process or
18 lottery process or any other process, what's
19 the latest we can wait. I know December's
20 been mentioned by Ms. Corbett-Sanders.

21 Jeremy, Marty, what's the
22 latest we can wait to present to the board?

23 MR. SMITH: I'm thinking now
24 we have certain timelines and I'd have to

1 confer with Mr. Shughart because I don't
2 want to speak for him and his office and the
3 work they have to do to create a process and
4 then run that process and do all the work
5 necessary to provide feedback to students.
6 And so I can't give you an answer right now
7 without knowing all of the components that
8 might be changing within the process to be
9 proposed.

10 MR. BRABRAND: Okay. I see
11 Jeremy. Did you want to make a comment?

12 MR. SHUGHART: I mean, time is
13 of the essence. You know, the further we
14 delay this the more time -- or I should say
15 the less time that's going to be available
16 to actually implement whatever changes that
17 are deemed to be necessary. And at the same
18 time we also know that a class has to be
19 seated and it has to be seated relatively
20 soon in terms of the bigger picture.

21 So, you know, December, to be
22 quite frank, seems like it's a bit too late
23 in terms of having that information. To
24 then turn around and open up an application

1 window and go through this entire
2 application process, not knowing what that
3 process is going to be because everything is
4 on hold for right now.

5 MR. BRABRAND: So, Jeremy, I
6 mean, we might have to -- end of the month
7 or early November at the latest.

8 MR. SHUGHART: We are going to
9 have to come back and let you know, yeah.

10 BOARD MEMBER: You can get
11 back to us.

12 MADAM CHAIR: Ms. Derenak-
13 Kaufax said you can please get back to her
14 once you had ample to opportunity review
15 your timeline.

16 BOARD MEMBER: It's to the
17 board and to the general public. I have an
18 idea, but I think the public needs to
19 understand this because there's been lots of
20 moving part in this. So I think that's
21 important.

22 I also think, Dr. Brabrand,
23 what's very important is we -- it is -- TJ
24 is a governors school. And a governors

1 school by definition is a school that gives
2 gifted students academic opportunities
3 beyond those normally available in their
4 students home -- in their students home
5 schools. That is what is out there from the
6 Virginia Department of Education.

7 I think it's very important,
8 there may be a mission statement for TJ and
9 that may be -- and that -- we might have to
10 look at that as well. I am supportive of
11 all the changes, of course, I voted on
12 today, but I am also supportive of having
13 our board explore, I'm not saying develop,
14 but explore the idea of having what is
15 called for by Virginia Department of
16 Education, a board of directors, a regional
17 and governing board. I think that's
18 important.

19 The holistic approach is
20 extremely important to me. And again, this
21 is our sixth change in nine years. It's a
22 lot of changes. I've been here for most of
23 them. They are always done with the best
24 intent and I do believe there is a lot of

1 merit out there from the community. Some of
2 the information they've given us and that's
3 why I would at least like opportunities for
4 your team to look at some of those solutions
5 that are out there and see if they can be
6 put into this holistic approach. Because we
7 have some really smart, thoughtful people
8 out there that are making additional
9 suggestions. So I would like to do that.

10 And I do want to say thank
11 you. This is difficult because people are
12 passionate. And I do feel that what we have
13 to do is we may come from different opinions
14 and different approaches. We all do want to
15 make a positive change, but I think we must
16 do this in a respectful way. And we have to
17 make certain we maintain that caring
18 culture.

19 MR. BRABRAND: Well, thank you
20 Tammy. And I do have to say, I think all of
21 us that is one of the most powerful comments
22 that have been made tonight. We cannot
23 personalize this at the board table with the
24 superintendent or the leadership team or the

1 community.

2 This school system in this
3 community want the very best process for our
4 students to access TJ. It's been a long,
5 long discussion that have left folks
6 frustrated. And I remain committed tonight
7 to working with this board and our community
8 to finding the right path and I'm confident
9 we will. So thank you for those comments.

10 MADAM CHAIR: Was that all,
11 Ms. Derenak-Kaufax?

12 BOARD MEMBER: That's it for
13 now.

14 MADAM CHAIR: Thank you.

15 Mr. Frisch, go ahead, followed
16 by Ms. Tholen and then Ms. Pekarsky.

17 BOARD MEMBER: Thank you, I'm
18 going to try and be a little clearer. In my
19 previous go when I used the word "model" I
20 wasn't saying the regional model versus
21 another model. I was talking about the
22 statistical predictions that we're making as
23 part of the model. So maybe we can get to
24 those questions I asked initially.

1 Did we only run one
2 statistical prediction for the regional
3 model? If so, how long did it take to put
4 that together? Assuming you have all the
5 data, it shouldn't take too long.

6 And is it possible to get
7 updated statistical predictions of models
8 based on the consensus of the board to grow
9 the population of TJ. And then also to
10 factor in if we were to go with a pyramid or
11 middle school approach opposed to region?
12 And I'm happy to clarify.

13 MR. SMITH: I understand your
14 question, Mr. Frisch, around modeling. So
15 thank you for that clarification. So I can
16 certainly work with Mr. Shughart. I know as
17 we ran the modeling based on the overall
18 diversity, we can certainly look at what
19 that modeling looked like by regions. You
20 have to excuse me, it's a late hour and so I
21 can't call out right now specifically the
22 different models that were run, but we can
23 certainly get that information back for you.

24 BOARD MEMBER: Great. And the

1 question as to whether we could expert a
2 fresh numbers being produced based on the
3 one -- or at least the current intent of the
4 board to grow the population at TJ, and then
5 to take into consideration other approaches
6 other than the regional approach.

7 MR. SHUGHART: So Mr. Frisch,
8 this is Jeremy. So we certainly -- to kind
9 of followup on what Mr. Smith was saying, I
10 can certainly take a look back at the
11 previous models that were run and reevaluate
12 those. I believe what you're really asking
13 is a school or a pyramid, we'd likely run
14 that from a school perspective because of
15 the way the pyramids are setup are similar
16 to a school perspective as well. So we can
17 take a look at trying to modeling on that.

18 BOARD MEMBER: Great. And
19 having a degree of understanding about
20 staffs confidence in the numbers whether
21 there's a margin of error. You know, should
22 we be seeing a margin of error or confidence
23 interval in these numbers as well? Maybe I
24 should say there's a question mark at the

1 end of that statement.

2 MR. SMITH: So yes, we can
3 look at that and we've had our research
4 office also look at the numbers. And so we
5 can have another look at that with some
6 particular margin of error to see if that's
7 -- if we have the ability to calculate that.

8 BOARD MEMBER: And I ask that
9 because I want us to, you know, as these
10 conversations continue, I want us to be
11 basing this off of the best current data.
12 And if we're able to do that for these
13 alternate scenarios or with the increased
14 population at TJ, we should probably do it
15 for the superintendent's second version of
16 his proposal, too, so that we have an idea
17 of how the predictions, the statistical
18 predictions are impacted by the changes he's
19 proposing.

20 MR. SMITH: Yes.

21 BOARD MEMBER: Yeah, it's 11
22 o'clock. All right. I'll leave it at that.
23 Thank you.

24 MR. BRABRAND: Karl, Karl, let

1 me make one point --

2 BOARD MEMBER: I was just
3 trying to get that information out there
4 because initially I asked those questions,
5 my time was up, and we talked for 30 minutes
6 about a different meaning of the word
7 "model."

8 MR. BRABRAND: Yeah.

9 BOARD MEMBER: It was a little
10 frustrating.

11 DR. BRABRAND: So of the
12 things, one is the lottery, the other is the
13 hybrid is the holistic process. And I think
14 we can run some models back on older data
15 when we had that holistic process in place
16 and try to look at the issue of the
17 experience factors and the modeling for
18 that. Because you wanted to see modeling
19 for the lottery and you want to see modeling
20 for what a holistic process would look like.

21 BOARD MEMBER: Yeah, and I'd
22 to see how the lottery would be impacted by
23 these things that folks are talking about.

24 DR. BRABRAND: Right. Got it.

1 Thank you.

2 BOARD MEMBER: And doesn't
3 that include the middle school by middle
4 school approach as well.

5 BOARD MEMBER: Yes, and that's
6 what Marty was getting at, too.

7 BOARD MEMBER: Make sure
8 that's in there.

9 MADAM CHAIR: Ms. Corbett-
10 Sanders, you have not been recognized to
11 speak.

12 BOARD MEMBER: I apologize.

13 BOARD MEMBER: I'll yield my
14 time.

15 MADAM CHAIR: Thank you.

16 Ms. Tholen, go ahead, please.

17 BOARD MEMBER: Yes, thanks. I
18 have a series of comments really.

19 I fully support working
20 towards (inaudible) student body at TJ as I
21 mentioned earlier, but remain uncomfortable
22 with the current proposal and the data that
23 backs them up so I'm supporting what Karl
24 and other people are asking for.

1 You know, I think some of the
2 things that we've see, alternatives that
3 we've seen presented would give us more
4 intentional ways to get to these results.
5 But I do want to followup with Ms. Derenak-
6 Kaufax and Rachna Sizemore-Heizer to engage
7 the community in these discussions. I also
8 have gotten incredible ideas and comments
9 from people.

10 The only people I've talked
11 that have asked me to not change anything,
12 of course, are our eighth graders who are
13 just in the throws of this that are ready to
14 begin the process. (inaudible) I am super
15 proud of our TJ students for hosting a town
16 hall last night where they put people
17 together from different background using
18 opinions for a real back and forth
19 discussion. It took our students to show us
20 how to collaborate and communicate with each
21 other. And the discussions showed that
22 there's lots of common ground across all
23 these interested parties and we really need
24 to bring them to the table and talk to them.

1 We have so many families
2 across the district that are focused on
3 education and hard work and we must honor
4 these families and their students.

5 TJ is kind of the stand alone
6 school. As I mention earlier, it's part of
7 an overall education system and the county
8 and our regions and changes to TJ will
9 impact our other schools so we need to pay
10 attention to school capacities and school
11 programs at our base schools. And I do have
12 a motion around that I can save until later
13 or I can put it in the next steps, whatever
14 you deem most appropriate for this evening
15 or save that until Thursday. But it's
16 around, you know, this idea of really
17 looking at how we are impacting our other
18 schools with this process as well.

19 MADAM CHAIR: I think that
20 would be a good next step for you to add,
21 Ms. Tholen, onto the list.

22 BOARD MEMBER: Okay. You want
23 me to put it on the next steps?

24 MADAM CHAIR: Please.

1 Did anybody want to speak to
2 Ms. Tholen's comments?

3 MR. BRABRAND: Thank you
4 Ms. Tholen. I -- I'm just not going to --
5 thank you very much. I appreciate that
6 feedback and we will take your next steps
7 and followup.

8 BOARD MEMBER: Thank you.

9 MADAM CHAIR: Ms. Pekarsky?

10 BOARD MEMBER: Thank you.

11 I think as Ms. Tholen said,
12 I'd like to see the outreach around this and
13 going forward. I'm thankful to the board
14 for supporting a different approach and a
15 different definition to merit and aptitude
16 outside of the test. You know, I think our
17 ivy leagues are getting away from that. I
18 think there is a good body of, you know,
19 research and writing out there that that
20 really limits children. All children, our
21 kids, are more than just a single number.

22 And from the many, many people
23 I have talked to and heard from, many
24 actually agreed on a more holistic approach.

1 So I look forward to hearing more about that
2 from Dr. Brabrand. You know, I hear just
3 even us on the board going back and forth on
4 the purpose of, you know, TJ and that really
5 gets to the heart of what we're trying to do
6 here. You know, as Ms. Derenak-Kaufax
7 mentioned, VDOE says very clearly that TJs
8 meant for a small number of gifted students
9 whose needs cannot be met in their schools
10 and that's why it exists.

11 So how we find those, you
12 know, we can continue talking about that. I
13 think an important piece of this is
14 assurance that these kids have advanced math
15 courses and enrichment opportunities in
16 their middle schools especially because I
17 know they do in my district, and I want that
18 for all kids.

19 You know, at the end -- at the
20 of the day I cannot -- I will just say I do
21 not see how well the lottery system gets to
22 our goal. To find these kids who we have
23 missed along the way, who would excel and
24 who really need to be at a place like TJ to

1 reach their fullest potential. I don't see
2 that in the lottery, I don't see that in the
3 data as some of my other colleagues have
4 said. There are many other approaches that
5 universities and such are using that are
6 diversifying and are doing a good job of
7 being more inclusive and representative of
8 the communities. And that's what I'd like
9 to see, that's where I'm at right now.

10 That's what I've heard from my constituents.

11 And I do hope we get this done
12 sooner than later because there is so much
13 appetite in our community, but also because
14 it's taking away time like things like
15 getting back all of our kids into schools
16 for -- return to school and I'll stop there.

17 MADAM CHAIR: Thank you.

18 I will make my comments and
19 then offer some wrap up things for this
20 meeting.

21 I do want to be sure that I
22 articulate what my non-negotiables are
23 particularly as the representative for Mason
24 District.

1 This must be a process that
2 has some direct link to the middle school.
3 In the regional pool which has been proposed
4 at the schools of Mason are eclipsed.
5 Whether it's lottery, whether it is
6 something else, I do not see us represented
7 based on the past data if we do not move
8 down that level of granularity. We need to
9 have a minimally a pyramid, if not, a middle
10 school approach.

11 Also, not having a process
12 that is going to be in place to impact the
13 incoming class of fall 2021. We cannot
14 continue to kick this can down the road.
15 We've heard person after person speak about
16 how important this is, how overdue this is.
17 So we really have to make sure that we have
18 that impact.

19 I also want to kind of touch
20 upon something that Dr. Bonitatibus shared
21 earlier which Ms. Keys-Gamarra also talked
22 about. There seems to be this equation of
23 the greater diversity with the diminishing
24 of the talent that can be brought into TJ.

1 And I just really want to be sure we are
2 cognitive of that narrative. So I want to
3 make sure that we are not sending the
4 message forward that these efforts are
5 automatically going to diminish what TJ is
6 in its ranking in the world and in this
7 country.

8 We have many talented students
9 who are everywhere and finding a way to have
10 those talented students who have the
11 aptitude, who have the passion has to be
12 paramount, it has to be part of our work. I
13 do not -- I am not beholden in any way to
14 preserve the status of TJ or to preserve
15 what we believed it is. Rather, I am much
16 more concerned that we are going to serve
17 the students who are here in FCPS who have
18 been wanting for so many years to have a
19 chance to have their talents be recognized
20 in a manner that has never been before
21 because they've been discounted due to a
22 number of reasons and a number of failed
23 efforts which many people talked about
24 earlier.

1 I do have great concerns with
2 the top tier because I do believe that
3 serves -- that provides a -- not top tier,
4 those are my terms. The 100 students that
5 we are going to just accept off the top as
6 per the presentation because I believe that
7 provides a two tier system. That makes me
8 very uncomfortable and gives me a lot reason
9 for pause.

10 In addition, if we are really
11 saying that TJ is for the gifted, we really
12 will not be accepting students who have been
13 test prep since second grade. We will
14 really hone in on what that means and it
15 will be a much smaller pool of students. So
16 along those lines I'd like for us to take a
17 look at that -- set aside those reserved
18 seats to be a lot more in alignment with the
19 gifted population as determined nationally.

20 Okay. So I will stop there.
21 I will send my questions to staff at another
22 point.

23 We do have a number of next
24 steps. So if Ms. Mulberg, please provide

1 those next steps.

2 BOARD MEMBER CORBETT-SANDERS:

3 Dr. Anderson?

4 MADAM CHAIR: Yes, ma'am. I'm
5 so sorry, I did not see your hand. Go
6 ahead.

7 BOARD MEMBER CORBETT-SANDERS:

8 Earlier this afternoon and throughout the
9 day many of us actually went through a list
10 of questions or a list of areas that there
11 was consensus. We did not finish up our
12 discussion on consensus. Can I ask that we
13 do that?

14 MADAM CHAIR: Thank you. I
15 did pause on that as per the request of one
16 of our school board members. Absolutely. I
17 did send the three we did receive consensus
18 on. So let's go ahead and introduce one
19 more.

20 Go ahead, Ms. Corbett-Sanders.

21 BOARD MEMBER: Hold on one
22 moment, I apologize. I am going to have
23 bring it up on my phone because I want to be
24 able to see everybody as I speak. So the

1 area I don't believe we've gotten a full
2 vote on or a full consensus on is item No. 4
3 which is -- actually, if you could put up
4 the three you've already agreed to so that I
5 don't repeat them.

6 But I believe item No. 4 has
7 not been agreed to yet, which is agreement
8 there will be a merit-based approach to the
9 admissions process which will focus on the
10 poll student, aptitude, and take into
11 account a students access to opportunity to
12 include FRN and inclusion in under
13 represented populations.

14 MADAM CHAIR: Let me ask a
15 clarifying question about this. Will this
16 preclude the superintendent from doing what
17 Ms. Keys-Gamarra shared earlier which is to
18 also provide some additional and better
19 thinking regarding a lottery process?

20 BOARD MEMBER: It does not
21 preclude that, but it does recognize that as
22 a governor's school that we are looking a
23 holistic approach to merit as is defined on,
24 I believe it was page -- hold on, I believe

1 it was on Page 12 of the presentation. The
2 holistic review piece on Page 12.

3 MADAM CHAIR: Okay.

4 So Page 12 has the portrait
5 sheet, the problem solving essay and the
6 experience factor?

7 BOARD MEMBER: Yes, and what
8 this ask for is a bit more granularity to be
9 shared with the board and the public so
10 people know what to expect. It adds the
11 transparency of that.

12 MADAM CHAIR: Can you please
13 read that once more, the No. 4?

14 BOARD MEMBER: Okay.

15 "Agree that there will be a
16 merit-based approach to the admissions
17 process which will focus on the whole
18 student, aptitude, and take into account a
19 students access to opportunity. To include
20 FRN and inclusion in under represented
21 populations." So essentially fleshing out
22 what's already on Page 12 now.

23 MADAM CHAIR: We have a
24 handout so if we have some questions

1 regarding this we will take them at this
2 time.

3 Ms. McLaughlin, go ahead.

4 BOARD MEMBER: Thank you.

5 Just really quickly. I do think that my
6 concerns made macro level is whatever we do
7 tonight or whatever we do on Thursday, we
8 may need to have legal guidance about how
9 this will honor and not be in conflict with
10 the School Board's existing TJ policy, the
11 FCPS existing regulation, and the Virginia
12 Governor's School declaration. You know,
13 maybe we don't have to solve that by
14 whatever Dr. Brabrand files on October 12th.
15 But I'm concerned whatever we bring to the
16 board table on Thursday night, if we are
17 going beyond the things we gave him
18 direction today on removing the test,
19 removing the application fee, and that
20 everything else will be determined by a
21 later date, most likely by the end of
22 December, I don't see a conflict by our
23 stated policy.

24 But beyond that I would like

1 guidance from Dr. Brabrand or John Foster,
2 if we go beyond those three things for
3 Thursday night, how do we reconcile the
4 policy piece?

5 MADAM CHAIR: Mr. Foster, are
6 you here?

7 MR. FOSTER: Yes, I'm here,
8 Madam Chair.

9 You know, it's not clear to me
10 is Ms. McLaughlin is wanting guidance prior
11 to Thursday evening or right now at the work
12 session. I think that it's more realistic
13 that I can certainly provide guidance to the
14 board prior to Thursday evening. I am not
15 able to do it right now, but I can certainly
16 do it before Thursday.

17 MADAM CHAIR: Thank you.

18 BOARD MEMBER: Okay.

19 So then, Dr. Anderson, for the
20 proposal on the table here from Ms. Corbett-
21 Sanders, again, this is giving guidance to
22 Dr. Brabrand for further approval on
23 Thursday?

24 BOARD MEMBER CORBETT-SANDERS:

1 Yes, this is part of what he would have to
2 submit as part of the plan on the 12th of
3 October, so we would like him to recognize
4 in the plan a holistic approach to merit.

5 BOARD MEMBER: Correct, but in
6 support of what you have here, we, the
7 board, are not determining that this will be
8 done through holistic versus lottery or we
9 will be putting a marker down that we are
10 not approving a lottery approach, that we
11 want a merit-based approach?

12 MADAM CHAIR: There's no
13 marker.

14 BOARD MEMBER CORBETT-SANDERS:
15 It's not a marker, but as you know, the
16 superintendent is suggesting that you have
17 to do holistic merit, and then he wants to
18 do a lottery overtop of that. And so what
19 this does is affirm and go into detail the
20 level of that holistic merit.

21 MADAM CHAIR: So if I may --
22 Ms. McLaughlin. I'm so sorry. Go ahead.

23 BOARD MEMBER CORBETT-SANDERS:
24 Both merit and aptitude because it's the

1 aptitude piece that gets to frankly many of
2 the students that have the aptitude who have
3 not historically applied to TJ.

4 BOARD MEMBER: Okay. Thank
5 you.

6 MADAM CHAIR: If I may? I do
7 have a question about this or rather a
8 comment. I think this is a little bit
9 redundant unless I'm missing something
10 because we did have that conversation
11 regarding the problem solving essay getting
12 to aptitude. And if this does not preclude
13 the lottery, but yet, includes FRN and
14 inclusion of under represented populations,
15 those seem to already be part of the
16 proposal. So are we just agreeing to what's
17 already here? I'm not seeing the need for
18 us to agree on this this night.

19 BOARD MEMBER CORBETT-SANDERS:
20 The reason you need to is because what
21 you're affirming is an approach that the
22 superintendent is now taking, and as you
23 know much of this was done before we saw
24 what was published earlier this afternoon.

1 And what the superintendent needs to have
2 from us is a go ahead on key components of
3 the approach.

4 MADAM CHAIR: I understand,
5 but I think I still stand by my position
6 about this being a little bit redundant at
7 this point. Because we are still at the
8 same place, we are not precluding any of
9 this including the lottery. So it's just my
10 opinion.

11 Okay. Having said that, those
12 who can be in support of this measure,
13 please raise your hand at this time.

14 We have Ms. Corbett-Sanders,
15 Mr. McLaughlin, Ms. Sizemore-Heizer,
16 Ms. Pekarsky, Ms. Derenak-Kaufax. And that
17 is -- please lower your hands.

18 Those who are not able to be
19 in support of this at this time, please
20 raise your hands.

21 MADAM CHAIR: Okay.

22 I will raise my hand. Not of
23 the spirit, but because I don't think it's
24 necessary. So I have one.

1 Those abstaining?

2 Ms. Cohen, Ms. Meren,
3 Mr. Frisch, Ms. Tholen, Ms. Omeish,
4 Ms. Keys-Gamarra. So at this time this will
5 not move forward.

6 Thank you. Please lower your
7 hands. The next piece -- Ms. Corbett-
8 Sanders, go ahead?

9 BOARD MEMBER: Setting a time
10 frame so that we can ensure that we adhere
11 to or we have these changes in place for the
12 2025 admission year, which would mean for
13 the admissions process this spring so the
14 students starting next September.

15 MADAM CHAIR:

16 Absolutely in full agreement
17 with that. One thing that I want to bring
18 to the forefront is the conversation we just
19 had with Mr. Shughart where he needed to go
20 back and review in terms of what is -- what
21 more information we will need to help
22 establish that time frame. I'm wondering
23 should we wait until he provides that
24 information us, which that I am sure we can

1 have by Thursday.

2 BOARD MEMBER: We could or we
3 could just give guidance that we are going
4 to enact changes for the new admission year,
5 and then he can give us a date specific.
6 That's what I would prefer is that we get
7 the affirmation that we will have changes.

8 MADAM CHAIR: Okay.

9 Ms. Cohen, did you have a
10 question?

11 BOARD MEMBER: I was just
12 going to say, at late this is something we
13 can revise to move up, if necessarily. I
14 don't see it as a limiting factor. Sorry.
15 I will support.

16 BOARD MEMBER CORBETT-SANDERS:
17 Thank you.

18 MADAM CHAIR: So we are going
19 to go ahead and I just pulled up your
20 comments here. Require for information to
21 be brought back to us -- no, this is not it,
22 it's not No. 5.

23 BOARD MEMBER CORBETT-SANDERS:
24 Well, it's a combination --

1 Okay. What I'm going to do is say establish
2 the initiation of the admissions process
3 timeline for the class of 2025, to begin no
4 later than the end of January 2021, with the
5 superintendent bringing back to the board no
6 later than December the proposals necessary
7 to accomplish those goals.

8 MADAM CHAIR: If I may piggy
9 back on what you shared a little while ago,
10 the focus is going to be able to impact
11 September.

12 BOARD MEMBER CORBETT-SANDERS:
13 Correct.

14 MADAM CHAIR: Okay. I'm in
15 favor of that fully.

16 Ms. Keys-Gamarra, did you have
17 a question? Ms. Keys-Gamarra, are you
18 voting or have a question?

19 BOARD MEMBER: No, I was just
20 seconding the motion so we can vote.

21 MADAM CHAIR: We are just
22 giving consensus at this time so we don't
23 need to necessarily first and second those
24 motions. So those who can be in support of

1 those time tables as offered by Ms. Corbett-
2 Sanders to impact the next school year,
3 please go ahead and raise your hands at this
4 time.

5 We have Ms. Keys-Gamarra,
6 Ms. Corbett-Sanders, Ms. Pekarsky,
7 Ms. Cohen, Mr. Frisch, ms. McLaughlin,
8 Ms. Tholen, Ms. Omeish, Ms. Derenak-Kaufax
9 and myself. That is 11.

10 Please go ahead and lower your
11 hands.

12 Those who are not able to
13 support this motion -- not motion,
14 suggestion. Provide a consensus around this
15 suggestion, yes. Okay. I see none.

16 Those obtaining?

17 Ms. Meren is abstaining.

18 Thank you very much.

19 BOARD MEMBER CORBETT-SANDERS:

20 There's actually two more I just want to
21 make sure that we have caught everything,
22 captured everything.

23 "Require the superintendent to
24 bring to the board an annual diversity plan

1 prior to submitting it to the state. The
2 plan shall state the goal is to have TJs
3 demographics represent the Northern Virginia
4 Region, and the plan shall include actions
5 detailing how outreach and supports will be
6 extended to increase applications from under
7 served populations."

8 So it's essentially an annual
9 plan.

10 MADAM CHAIR: I'm sorry, I
11 missed what you said because it was breaking
12 up.

13 BOARD MEMBER: Can she post
14 it?

15 BOARD MEMBER CORBETT-SANDERS:
16 I can read it again if you like.

17 "Require the superintendent to
18 bring to the board the annual diversity plan
19 prior to submitting it to the state. The
20 plan shall state is that the goal is to have
21 TJ's demographics represent the NOVA region.
22 The plan shall include actions detailing how
23 outreach and supports will be extended the
24 extended to increase applications from under

1 served populations."

2 MADAM CHAIR: The four hands
3 that are up, are you voting or do you have a
4 question? Because if you do not have a
5 question please lower your hands so I don't
6 get confused between the two.

7 Okay. Seeing that there are
8 no questions, let's go ahead and show
9 support for this measure.

10 Ms. Keys-Gamarra,
11 Ms. McLaughlin, Ms. Cohen, Ms. Corbett-
12 Sanders, Ms. Pekarsky, Mr. Frisch,
13 Ms. Omeish, Ms. Sizemore-Heizer, myself,
14 Ms. Tholen, Ms. Derenak-Kaufax.

15 Okay. That is 11. Please
16 lower your hands.

17 Those who are not in support,
18 please raise your hand at this time?

19 Ms. Omeish? I'm sorry, the
20 two of you already voted. I need for you to
21 lower your hands.

22 BOARD MEMBER: I have a
23 question.

24 MADAM CHAIR: Go ahead.

1 BOARD MEMBER: Ms. Corbett-
2 Sanders, I didn't get my hand up in time,
3 but I wanted to know if -- I would like to
4 add something about -- and I'll work with
5 you and I wanted to say this now, we don't
6 need a vote on this because it's not fully
7 formulated, but all of the things that many
8 of us have talked about, the reasons. I
9 hate using the word pipeline, but the
10 academic and imbalance and lack of equity
11 across, that needs to be included in that
12 and that's why I was hesitating on voting
13 for that. I know Dr. Brabrand is kind of
14 separating them saying we are going to talk
15 about AAP and we are going to deal with it
16 then. But I don't think it should be dealt
17 separately, it should be part of this.

18 BOARD MEMBER CORBETT-SANDERS:
19 It needs to be a comprehensive
20 plan, Ms. Derenak-Kaufax, and it should also
21 include the diversity of the staffing of TJ
22 as well, as per the guidance from the state.

23 MADAM CHAIR: If I may say,
24 let's go ahead and give consensus on this,

1 this evening before we come to our next work
2 session. This is where we can flesh this
3 out a little bit. But just for the sake of
4 this late hour and what we need to
5 accomplish, we'll consider that supported.

6 So, Ms. Derenak-Kaufax, if you
7 don't mind -- thank you so much.

8 I was still in the middle of
9 the vote. Do we have any abstentions on
10 this one?

11 Ms. Meren. Thank you.

12 All right. That counts for
13 all of us.

14 Ms. Corbett-Sanders, was there
15 another one?

16 BOARD MEMBER: I just wanted
17 to make sure because I don't remember when
18 we cut off conversation earlier of agreeing
19 to take a look at a middle school/pyramid
20 approach to the admissions process. And
21 that was --

22 MADAM CHAIR: I do not have
23 that.

24 BOARD MEMBER: Yeah. So it's

1 agree on an approach that looks at the
2 admissions pool by pyramid consistent with
3 how many universities look at admissions and
4 identify qualified applicants by those
5 schools.

6 MADAM CHAIR: Okay.

7 Ms. Omeish, do you have a
8 question?

9 BOARD MEMBER: Yeah, if I
10 recall the next step for me previously, and
11 I think Dr. Anderson it might yours this
12 time is to look at the merits of that
13 against the school based one. I still feel
14 strongly it should be school based. I'd
15 love for that be to be something that's
16 deferred for more study by staff.

17 MADAM CHAIR:

18 Ms. Tholen, did you have a
19 question? Ms. Tholen, go ahead.

20 BOARD MEMBER: I'm sorry. I
21 have two questions. I was confused by what
22 Ms. Omeish just said. I think looking at it
23 as a school based is the same as looking at
24 the middle school reflection. And I just

1 wanted to make sure that if we're voting on
2 this that we are voting that this is an
3 additional thing we should get some data on,
4 which I think is what Ms. Omeish is saying
5 as well as the next step. Is that correct?

6 MADAM CHAIR: That is
7 correct. I did add that as a next step and
8 this was also a topic that most of us
9 brought during our comments this afternoon
10 -- well, this evening. We do need to have
11 that conversation and I think this will
12 accomplish either the next steps or the --
13 or this consensus to the superintendent that
14 we would like to have that information. It
15 accomplishes the same goal.

16 Ms. McLaughlin, go ahead.

17 BOARD MEMBER: I apologize
18 because I know it's the late hour. I'm
19 reading the top portion and the next
20 portion. So on the approach that looks at
21 the admissions by pyramid, I thought at this
22 point the board wants to see more data and
23 modeling. But tonight we're not giving
24 direction if it's going to be by region,

1 pyramid or individual middle school. So
2 Ms. Corbett-Sanders, am I missing something
3 here?

4 BOARD MEMBER: I think we're
5 fine with getting the data at this point.
6 It was initially put on the table, as you
7 know, because of concerns that the regional
8 approach actually does not provide equitable
9 access for certain schools.

10 BOARD MEMBER: Agreed. And
11 that's why I would like to see the data for
12 pyramid and individual middle school and
13 middle school review.

14 BOARD MEMBER: And have it
15 proportionate to the number of students in
16 the school. Because one of the concerns is
17 the under represented schools that have been
18 indicated to us, they made smaller school
19 and so if you look at proportionate
20 representation that's a big piece of it as
21 well.

22 BOARD MEMBER: But again, is
23 this to give Dr. Brabrand direction for
24 Thursday or about the admissions process or

1 direction to him about his annual report?

2 MADAM CHAIR: I believe on
3 Thursday. We are not going to be able to
4 turn these around in the next two days for
5 Thursday. So this will in to us at some
6 point in October/November.

7 BOARD MEMBER: Right. It's
8 prior to the admissions process for next
9 year, for those kids being admitted next
10 September.

11 MADAM CHAIR:

12 Ms. McLaughlin, I think it's
13 helpful to know, I think the general sense
14 is that Dr. Brabrand is going to submit a
15 much less robust filing on Thursday because
16 it's due on the 12th. So after this
17 Thursday, he's going to offer something that
18 has the points that we've already agreed
19 upon. But much of this will be fleshed out
20 after that date and keeping in mind what we
21 provided consensus on that we do want these
22 items to be in place to impact the incoming
23 class next September.

24 Does that help at all?

1 BOARD MEMBER: Well, just
2 clarity for the public, for the board and
3 Thursday night. So what has changed is
4 Thursday night, he will bring to us what his
5 proposed filing will be for October 12th.
6 And that's the only thing we'll vote on for
7 October 12th. I mean, Thursday nights
8 business meeting will be his October 12th
9 filing to the state. Everything beyond that
10 will be for further deliberation and future
11 work sessions, correct?

12 BOARD MEMBER: No, because
13 there are a couple follow on motions that
14 people are already talking about.

15 BOARD MEMBER: That's fine. I
16 just meant in terms of the action items that
17 he will present to us. Because we vote on
18 his action items and then the follow ons, I
19 believe.

20 BOARD MEMBER: Right.

21 BOARD MEMBER: I just want to
22 know that the scope of his action item will
23 have changed very much from tonight and we
24 are now down to test, removal of the test,

1 removal of the application fee and there
2 will be further changes by the end of
3 December to improve our efforts to increase
4 diversity at TJ, correct?

5 MADAM CHAIR:

6 Correct. And I also want to
7 clarify that this is not an action item,
8 this is a presentation item that will be on
9 Thursday. But it will be significantly more
10 limited given the conversation tonight.

11 BOARD MEMBER: Correct. And
12 it will include the expansion of the pool
13 for TJ to be at the capacity on par with the
14 other schools. So the admissions will be
15 high -- more students. And then the other
16 pieces, the follow on motions which would
17 be, for example, I put forth something at
18 the end of last week on establishing a
19 regional board for TJ similar to the
20 regional boards for every other governors
21 school.

22 BOARD MEMBER: That's fine. I
23 just think everybody needs to understand
24 that what the public has told me is that

1 they understood Dr. Brabrand wanted to make
2 changes to the TJ regulation with admission
3 with respect to admissions, and that is what
4 the presentation would be and what we would
5 be voting on. So I do think that it will be
6 very important to have great clarity from
7 Dr. Brabrand on what Thursday's presentation
8 and purpose will be.

9 MADAM CHAIR:

10 Dr. Brabrand, did you want to
11 add to that at this time?

12 DR. BRABRAND: I think the
13 bottom line is I'm going to present to you
14 what the letter is on the 12th. It's going
15 to be the two or three things you talked
16 about and then the rest will be for later.
17 That's my assumption. We can talk about
18 tomorrow and verify. But as I sit here
19 right now at this time in the evening, my
20 clarity is it'll just be what I'm sharing on
21 the 12th to the Secretary of Education.

22 BOARD MEMBER: Thank you,
23 Dr. Brabrand. I think that's appropriate
24 and helpful.

1 MR. BRABRAND: Thank you.

2 MADAM CHAIR: Okay.

3 So we were giving consensus on
4 this last item which is a look at admissions
5 by pyramids/middle school. If you are able
6 to show support --

7 BOARD MEMBER: I'm so sorry,
8 Dr. Anderson, this is Laura Jane. I thought
9 a couple people had their hands up just to
10 ask questions on this. I apologize. I
11 don't think we were there to vote yet.

12 MADAM CHAIR: Thank you.

13 Ms. Keys-Gamarra and
14 Ms. Sizemore-Heizer, go ahead.

15 BOARD MEMBER: Actually I was
16 going to state my support and hopefully we
17 can move forward. But if other people have
18 questions you can go to them. I'm ready
19 to --

20 MADAM CHAIR: Thank you.

21 Ms. Sizemore-Heizer?

22 BOARD MEMBER: Actually I
23 think Ms. Cohen had her hand up before me so
24 let her speak first if she wants to.

1 MADAM CHAIR: No, please, go
2 ahead. I think it'll be okay. Go ahead.

3 BOARD MEMBER: Similar to the
4 other question about does precluding, does
5 this preclude bringing an approach that
6 would look at region or divisions, again, to
7 give us more data on the best approach to
8 get to our goals of increasing applications
9 and representation for our under served
10 population. I just feel we don't have data
11 on any approach at this point and I'd like
12 to have data on all the different options
13 I'm trying to ask about.

14 BOARD MEMBER: (Inaudible.)

15 MADAM CHAIR:

16 Ms. Cohen?

17 BOARD MEMBER: Sorry. I just
18 wanted to ask, I'm just confused about
19 how this -- like why this is in this format
20 instead of just a next step since I think
21 now to Ms. McLaughlin's point, we've come to
22 a consensus that Dr. Brabrand is giving us a
23 state plan Thursday. So I just want to be
24 clear because this is kind of out of our

1 normal range of processes and I'm not
2 opposed to it, but I just -- is this still
3 part of next steps or are these our own
4 separate consensuses? It's late.

5 MADAM CHAIR: It can serve
6 both purposes, but I think the goal was to
7 be sure that we gave at least some sense to
8 the superintendent in terms of whether or
9 not there was strong board support regarding
10 this. So if we can serve both it can serve
11 in the next step, but I would just
12 personally because I do have a major stake
13 in terms of how we proportion these seats to
14 Mason District. I would love for us to show
15 that consensus now, but that's just my
16 personal preference. But it can live in
17 next steps as well in terms of processes.

18 BOARD MEMBER: That's fine. I
19 don't have a problem with it. I just was
20 trying to get clarification.

21 MADAM CHAIR: I'm going to ask
22 everyone to please lower their hands at this
23 time.

24 If you're able to show support

1 for this measure, please raise your hand
2 now.

3 Ms. Keys-Gamarra, Ms. Corbett-
4 Sanders, Ms. Cohen, Ms. Pekarsky,
5 Mr. Frisch, Ms. McLaughlin, Ms. Derenak-
6 Kaufax, Ms. Sizemore-Heizer, Ms. Tholen.

7 Okay. Please lower your hands
8 those. Who are not in favor of this.

9 Okay. Those who are
10 abstaining?

11 Ms. Meren, Omeish. Thank you.

12 Ms. Corbett-Sanders, is that
13 the last of the suggestions?

14 BOARD MEMBER: Yes,
15 Dr. Anderson. And thank you for your
16 patience allowing me to go through that.
17 This was something that we all worked on.

18 MADAM CHAIR: And so our next
19 steps, if you could please put that up,
20 Ms. Mulberg. Again, we are --

21 Ms. Tholen, go ahead.

22 BOARD MEMBER: So I just
23 wanted to follow up on the list that we just
24 went through also. And my understanding of

1 that list is that we are asking the
2 superintendent to look at an option that
3 doesn't include a lottery. I don't know
4 that that was clear.

5 MADAM CHAIR: No. He's not
6 precluded from looking at a lottery as an
7 option.

8 BOARD MEMBER: I'm not saying
9 that, I'm saying he's looking at a lottery,
10 he's looking at -- we have two options on
11 the table, but we are also asking him to
12 look at a non-lottery solution.

13 MADAM CHAIR: You're referring
14 to No. 4, which is to look at a merit and
15 aptitude piece. That was not something that
16 moved forward. That did not have sufficient
17 support.

18 Ms. Tholen, is that the one
19 you're referring to?

20 BOARD MEMBER: Actually I'm
21 looking at kind of the -- and I will admit I
22 abstained on that one because I was unclear
23 if that was what we were talking about. But
24 I think that whole conversation this evening

1 is, you know, what we just went through that
2 we are looking at, you know, asking for a
3 non-lottery solution to our proposal to be
4 looked at.

5 MADAM CHAIR: I'm sorry, could
6 you please say that again? I missed the
7 last piece of what you said.

8 BOARD MEMBER: Okay.

9 I'm saying based on everything
10 I heard this evening and the discussions
11 that we had that a number of people brought
12 up talking about holistic application
13 process. And that to me means something
14 that does not include a lottery.

15 MADAM CHAIR: I believe the
16 conversation --

17 BOARD MEMBER: So what I'm
18 saying is do we need to talk further about
19 this? Do I make a motion? Do we need to
20 say to the superintendent as a next step to
21 please look at this as an additional
22 proposal?

23 MADAM CHAIR: One of the
24 things that was under discussion when we're

1 talking about that measure is that it seems
2 to already be embedded in what the
3 superintendent provided. I can't remember
4 the slide number at this time. So for me at
5 least, my comment was that it's a little
6 redundant because it seems to have already
7 been embedded. And I do believe I've heard
8 several board members say that they did not
9 want for the superintendent to not have the
10 opportunity to bring forward the lottery
11 albeit repackaged and with more data to
12 support its merits.

13 So it is still at play, but it
14 still needs a lot more information. So
15 that's a conversation for I think a little
16 bit down the line for us to make a decision
17 about it.

18 BOARD MEMBER: You know, just
19 to be clear, I'm not precluding the lottery
20 proposal. I'm just saying I want to make
21 sure a non-lottery proposal is also looked
22 at.

23 MADAM CHAIR: Right. I don't
24 think the two are mutually exclusive. I

1 think conversation is always going be
2 two-pronged. But I think what we
3 accomplished tonight is not taking the
4 lottery off the table.

5 BOARD MEMBER: No, I agree, I
6 agree. And I just want to make sure we are
7 clear as we are moving forward over the next
8 week and putting together more information
9 that we are looking at multiple options,
10 multiple proposals.

11 BOARD MEMBER: Correct.

12 MADAM CHAIR: I think that's
13 the understanding. Yes, ma'am.

14 BOARD MEMBER: Thank you.

15 MADAM CHAIR: Of course.

16 Let's go ahead and go through
17 the next steps. Ms. Pekarsky?

18 BOARD MEMBER: I'm sorry, I
19 had my hand up to make a comment.

20 MADAM CHAIR: I'm sorry, I
21 looked down at my screen and I missed
22 several hands.

23 Ms. Sizemore-Heizer, go ahead.

24 BOARD MEMBER: I would just

1 like to follow up with what Ms. Tholen said
2 is that when we had the conversation earlier
3 it twisted into or turned -- I shouldn't say
4 twisted. Sorry. It's late. It turned into
5 a conversation that this is redundant and
6 not precluding the lottery. But I want to
7 make it clear that one of the things that we
8 are asking Dr. Brabrand to bring back is a
9 holistic admissions approach.

10 There's pieces of it certainly
11 contained of what he has here in terms of
12 the problem solving, essay and all of the
13 pieces that he brought. But the pieces that
14 he brought also include the lottery and I
15 want to make sure that we are clear that
16 what we are looking for him to do is to
17 bring back a holistic admissions approach
18 which may or may not preclude a lottery, but
19 it is a holistic admission approach we are
20 looking for and data around that piece of it
21 as well. At least to bring a proposal back
22 that has just the holistic admissions
23 approach opposed an holistic admissions
24 approach with a lottery.

1 And I think that got lost a
2 little bit in that conversation earlier. I
3 just want to make sure we're clear that
4 there is board support for Dr. Brabrand to
5 bring back an alternate holistic admissions
6 approach. It does not preclude if he wants
7 to continue to bring data around the
8 lottery, but that we are looking for an
9 alternate holistic admissions approach with
10 data.

11 MADAM CHAIR: And I think as
12 it was proposed this was the suggestion that
13 did not move forward specifically because of
14 the number of abstentions.

15 BOARD MEMBER: So I think we
16 need to have a motion or a separate thing
17 because I believe what happened -- the
18 reason for the abstentions was not because
19 of we did not have consensus for a holistic
20 approach, but because people felt that was
21 already, that the way it was stated was
22 redundant. But I want to be clear and we
23 need to discussion that motion in a vote,
24 I'd be happy to do that to say that we are

1 also looking for Dr. Brabrand to bring us a
2 holistics admissions approach with data so
3 we can see what is the best approach for
4 getting to the goal of making a pool of
5 qualified applicants representative of our
6 populations.

7 THE COURT: Do you want to add
8 that as a next step because we are about to
9 vote on all of these right now?

10 BOARD MEMBER: Yeah. I mean,
11 I would like to see. You know, there's
12 other hands up so I would like before we did
13 that. But I would like to see if there's
14 room to have a consensus taking on that as
15 we did the other ones. And just very
16 clearly, we want Dr. Brabrand bring us a
17 holistics admissions approach with the
18 requisite data as an approach to TJ
19 admissions for the class of 2021/2022
20 freshman.

21 MADAM CHAIR: So hold on tight
22 with that. Let's take the other questions.

23 Ms. McLaughlin and then
24 Ms. Cohen?

1 BOARD MEMBER: Two things,
2 one, my Ipad is not letting me type into the
3 Google doc and I'm using my laptop to be
4 able to follow all of this. So I'm worried
5 about getting my next step in. I also know
6 it's 11:42. So two things, one, I would
7 suggest that because we are not making
8 decisions by Thursday night, that the Board
9 not be closed out of putting up or next step
10 request. And then voting and deciding which
11 ones would be up there tonight. I don't
12 think that's prudent.

13 And secondly, if the
14 superintendent is trying to get direction
15 and consensus on going forward, there seems
16 to be -- right now he put out there in his
17 proposal doing a lottery. If six or board
18 members do not think a lottery is
19 appropriate at this time for this admissions
20 cycle year, does he want to see that seven
21 more people want it if six of us say no?
22 He's now at a deadlocked board that wants to
23 see a lottery or no lottery options. So I
24 kind of wanted to understand process-wise

1 what we are doing here.

2 MADAM CHAIR: Well, I believe
3 that Ms. Sizemore-Heizer wanted that to be
4 added. Again, we do have a little bit more
5 time on our side, it doesn't have to be this
6 evening, but if it's something she wants for
7 us to respond to, we certainly should be
8 able to do that.

9 BOARD MEMBER: So Madam Chair,
10 I would humbly suggest to all of us that to
11 what Ms. Sizemore is talking about and these
12 next steps, all of it, since we now know it
13 doesn't have to be decided by Thursday
14 evening, that board members be given until
15 5:00 p.m. tomorrow, whatever deadline you
16 want to set, to add in our next steps to
17 this and that we bring it up at the next
18 work session to add the next steps if you
19 wanted to do that or review them and share
20 with the vice chair. And there's any next
21 steps that can't be managed, but I'm just
22 trying to be mindful of time and us doing
23 good work at this point.

24 I don't think we are

1 doing ourselves or anyone a favor by
2 continuing to deliberate what our possible
3 next steps would be right now. I just think
4 we need time to go ahead and file them and
5 then review them. That would be my motion
6 or request on the table right now.

7 MADAM CHAIR: So I'm trying to
8 think process-wise what is your request?

9 BOARD MEMBER: My request that
10 is that --

11 MADAM CHAIR: No, I understand
12 your request. I'm just trying to figure out
13 process-wise what does it supercede?

14 BOARD MEMBER: It supercedes
15 everything that is being done right now.
16 Just to see if there's board support to file
17 additional next steps by tomorrow and that
18 we conclude this work session.

19 MADAM CHAIR:

20 Ms. McLaughlin, I understand
21 you're trying to save us some time, but it
22 does not supercede everything else because
23 we do have other hands raised. I do
24 appreciate what you're saying and trust me,

1 I want for that to happen, but we do have to
2 give it its place in the queue. So we will
3 hold onto that and let the other two
4 speakers go ahead and circle back to those
5 two items.

6 BOARD MEMBER: I didn't mean
7 to imply people would be cut off. I'm just
8 offering that suggestion for consideration
9 to the Chair and Vice Chair.

10 MADAM CHAIR:

11 Certainly.

12 Ms. Cohen and Ms. Omeish?

13 BOARD MEMBER: I just wanted
14 to echo what Ms. Sizemore-Heizer said that I
15 think many of us abstained and what
16 Ms. Tholen said as to not be duplicative. I
17 thought that the take away from our meeting
18 and it's good that we do this, but I thought
19 that the take away is that we were asking
20 for Dr. Brabrand to, you know, come up with
21 an approach that doesn't preclude the
22 lottery, but also give us an alternate
23 hybrid or whatever we want to call it.
24 Holistic model, not hybrid, holistic model

1 similar to what he had for the top 100 for
2 the whole system.

3 So I guess I'm feeling a
4 little bit confused as well because I
5 thought that that was the take away. And
6 that we were saying that Ms. Corbett-Sanders
7 motion had been redundant because that had
8 already been more expressed. If it needs to
9 be more clearly expressed, I wholeheartedly
10 support going over this again, but probably
11 can clear this up with Dr. Brabrand just
12 telling us if he feels that has been
13 expressed perhaps.

14 MADAM CHAIR: Before we get to
15 that, let's go ahead and have Ms. Omeish and
16 Ms. Pekarsky speak.

17 BOARD MEMBER: Yeah. Thank
18 you. Actually building off of that, so
19 echoing and adding. Some of these are
20 specific to particular plans and we
21 essentially right now have decided on
22 certain concrete and deferred the rest for
23 when Dr. Brabrand is going to come back. So
24 I don't feel comfortable with us approving

1 next steps that are relevant to specifying
2 particular plans if weren't even decided on
3 the plan. So I don't know, I appreciate
4 clarity on that.

5 I mean, some of the next steps
6 are informing the work more broadly, but
7 some of them are a little more specific to
8 us moving in a direction, and I don't
9 believe we've decided on that.

10 MADAM CHAIR: And that is why
11 we build on the next steps.

12 Thank you.

13 Ms. Pekarsky?

14 BOARD MEMBER: I just wanted
15 to offer support for what
16 Ms. Sizemore-Heizer said. I would like to
17 see that. I don't know if we're making a
18 motion now offering consensus, but I would
19 like to see us have that as an option to
20 vote on for the superintendent to bring
21 back.

22 MADAM CHAIR: So we have four
23 people who are asking for this to be treated
24 in the same way that we address some of the

1 other suggestions that were provided
2 tonight. So we'll go ahead and have that --

3 BOARD MEMBER: Ms. Meren had
4 to leave the meeting so I'm wondering if we
5 should have this as part of the next steps.

6 If I may I would like to
7 mention to Ms. Omeish, it's not saying we
8 are going in a direction, it's asking as I
9 think we had consensus earlier to bring an
10 approach for us to review later on along
11 with other approaches because I think the
12 consensus is we don't have enough data at
13 this moment to make changes beyond what
14 we've gotten a consensus on.

15 MADAM CHAIR: Let's kind of
16 take a pause for right now. I'd like to go
17 back to what Ms. McLaughlin shared a little
18 while ago in terms of just taking a pause on
19 this evening because it is very late and
20 none of us are doing our best work,
21 everybody is getting a little bit confused.
22 Do we have latitude to add that as a next
23 step so we have all of the information? A
24 lottery, not a lottery, she's having issues

1 coming into the Google sheet to add in the
2 next steps.

3 I would say let's us please
4 revisit this tomorrow as shared by
5 Ms. McLaughlin and add that -- thank you,
6 you already added that, Ms. Sizemore-Heizer,
7 as a next step which we will discuss in
8 chairs and come back to the board with.

9 Would you all be in support of
10 that approach at this time?

11 BOARD MEMBER: Dr. Anderson,
12 I've had my hand up for a long time. I was
13 actually the first one up.

14 MADAM CHAIR: My screen just
15 moved down a little bit so you were cut off
16 totally. I have to move this to be in that
17 perfect spot. So I apologize, I did not
18 have the first spot showing up.

19 Go ahead.

20 BOARD MEMBER: So I would
21 support having the superintendent bring back
22 up any options, almost like a menu approach
23 to this, which would include an approach
24 that doesn't include a lottery and an

1 approach that does. So options so we can
2 make informed decisions based on the
3 modeling similar to what Ms. Frisch put
4 forth earlier in the evening about the
5 importance of those statistical models. So
6 I would suggest that we should get a general
7 consensus from the board that they want to
8 see a model that includes lottery and a
9 model that does not include the model.

10 MADAM CHAIR: Okay.

11 So let's go ahead and have
12 consensus on that where we are just asking
13 for a model that includes both the lottery
14 and without a lottery so it's very inclusive
15 of both. And then we are going to go ahead
16 and provide concurrence on Ms. Megan
17 McLaughlin's suggestion that we go ahead and
18 table our next steps for this evening and
19 revisit it tomorrow when I'm a lot clearer.

20 I see that hands are going up.
21 All in favor of the modeling that includes a
22 lottery and a non-lottery option.

23 We have Ms. Sanders, Cohen,
24 Gamarra -- let me try that again.

1 Ms. Corbett-Sanders,
2 Ms. Cohen, Ms. Keys-Gamarra, Ms. McLaughlin,
3 Ms. Sizemore-Heizer, Ms. Derenak-Kaufax,
4 Mr. Frisch, Ms. Pekarsky, Ms. Tholen,
5 Ms. Omeish, and I will put myself in there
6 as well. Thank you. And that's ten. We're
7 missing one person. Ms. Meren is away from
8 the table. Do we have any of those not able
9 to support this?

10 Ms. McLaughlin, I think you
11 already voted.

12 MADAM CHAIR: Okay.

13 Any abstentions? There is one
14 person who did not vote. I'm not sure who I
15 missed, but we are moving forward because we
16 have at least ten.

17 Going to Ms. McLaughlin's idea
18 of tabling the next steps, I will provide a
19 deadline tomorrow morning in terms of when
20 everybody's next steps must be in for
21 consideration for -- with the superintendent
22 and chairs. Actually if we are going to do
23 chairs, your next steps have to be in by
24 9:00 a.m. Who is able to support that?

1 Ms. Derenak-Kaufax, do you
2 have a question? Okay. No, no question.

3 Okay. We have Ms. Cohen,
4 Ms. McLaughlin, Mr. Frisch, Ms. Keys-
5 Gamarra, Ms. Pekarsky, Ms. Corbett-Sanders,
6 Ms. Sizemore-Heizer. That's seven, plus
7 myself, Ms. Tholen. Thank you. Let's lower
8 the hands.

9 Who is not able to support
10 this measure? Ms. Derenak-Kaufax. Thank
11 you.

12 Who is abstaining? We have
13 Ms. Omeish. And Ms. Meren is away from the
14 abstaining.

15 I believe we've concluded all
16 of this business. We did have a subsequent
17 meeting that we were going to go into, but I
18 believe that there is no bandwidth to do
19 that at this time. So we will find another
20 opportunity to conclude the previous
21 discussion. So it is now 11:53 and we will
22 be adjourning our meeting.

23 Good night, all.

24 DR. BRABRAND: Good night.

1 Thank you.

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(Audio/video file concluded.)

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